

PRINCIPAL'S ADMINISTRATIVE BEHAVIOR, STRATEGIC PLANNING,
ORGANIZATIONAL STRUCTURE, INNOVATIVE STRATEGY, SCHOOL
CLIMATE AND THEIR RELATION TO STUDENT ACHIEVEMENT
AND ATTENDANCE IN SELECTED SCHOOLS

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF DOCTOR OF EDUCATION

BY
OBADIAH T. YUSUFU

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

JULY 1991

R. i-vii

P. 106

(C) 1991

Obadiah T. Yusufu

All Rights Reserved

ACKNOWLEDGEMENT

This study was completed with the guidance and assistance of several people. The researcher wishes to extend his sincere appreciation to his dissertation committee: Dr. Trevor A. Turner, dissertation chairperson, for his assistance, encouragement, and direction through the entire doctoral program; Dr. Sidney Rabsatt for his support and willingness to assist during the process; Dr. Philip Bradley for his cooperation, guidance and assistance through the years of the program.

Appreciation is also extended to Dr. Ganga Persaud for his active concern, support and encouragement. His assistance at every stage in the organization and writing of this dissertation was very vital.

I would also like to express my gratitude to Dr. Sarah West, Dr. Shirley Reams, Dr. Mollie Keaton, Dr. Frank Duncan, Dr. Larry Kan and Miss Vicky L. Bell for their understanding, cooperation and assistance during and toward completion of the program.

Finally, and more personally, my sincere thanks, love and gratitude to my beloved mother Ruth Naisu for her consistent prayer, love, support and belief in my capabilities to complete the doctoral program.

Thanks to you all and may the Lord bless you.

TABLE OF CONTENTS

	<u>Page</u>
List of Tables	vii
List of Figures	viii
 Chapter	
1. INTRODUCTION	1
Problem Statement	2
Justification for the Study	2
Research Questions	3
Evolution of the Study	3
Significance of the Study	5
Summary	6
II. REVIEW OF THE LITERATURE	8
Administrative Behavior	8
Strategic Planning	24
Organizational Structure	28
School Innovative Strategy	33
School Climate	36
Student Achievement	39
Student Attendance	50
Summary	52
III. THEORETICAL FRAMEWORK	53
Focus of the Research	53
Definitions of Variables	53
Proposed Relationships Among Variables	56
Hypotheses	62
Summary	64
IV. RESEARCH DESIGN AND METHODOLOGY.	65
Validity and Reliability of Instrument	67
Statistical Analysis	67
Assumptions and Limitations	68
Summary	68

V. DATA ANALYSIS	69
Presentation of Data to Show Variables in Mean Scores of Variable by School Achievement	69
Presentation of Results Related to Hypothesis	70
Analysis of Hypothesis in Relationship to Data	81
Factor Analysis of Variables	81
Summary	84
VI. SUMMARY AND CONCLUSIONS	85
Summary	85
Conclusions	89
Recommendations	90
APPENDIX A	93
Item to Scale Correlation Coefficients for Perception Variables	
APPENDIX B	97
Questionnaire Instrument	
BIBLIOGRAPHY	101

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Total teacher population for each of the five schools selected to participate in the survey; total questionnaires distributed, number responded and number used for data analysis.	66
2	Mean Scores by Achievement (ITBS) and Attendance	71
3	Correlation Matrix	73
4	Regression analysis using student attendance as dependent variable against the independent variables student achievement, principal's administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate as well as selected teacher demographic variables.	78
5	Regression analysis using student achievement as dependent variable against the independent variables student attendance, principal's administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate as well as selected teacher demographic variables.	80
6	Factor Analysis	83

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Principal's Administrative Behavior Strategic Planning, Organizational Structure, Innovative Strategy and School Climate in Relation to Selected Variables	54
2	Humanistic Interpersonal Skills -- by organizational structure, strategic planning, and innovative strategy and school climate of organization, role responsibilities and expectations to improve student achievement and attendance.	61

Chapter I

INTRODUCTION

Much attention in the past several years has been focused in the area of school achievement, but recent studies have found that a large portion of the schools are not achieving as expected. Lane and Walberg (1987), expanding on the report, "A Nation at Risk," by the National Commission on Excellence in Education (1983) suggested that achievement test scores of the students have been declining and compare unfavorably with those of students in other industrialized countries. Further, it has been estimated that some 350 committees of state legislatures have been considering and enacting various educational reforms. It was concluded that, although efforts of national, state, and local school districts to improve school achievement will undoubtedly continue, administrative behavior, curriculum planning and school organization are the chief places where reforms will actually take place for school improvement.

Edmonds (1978) concluded that leadership styles as exhibited by the leader will contribute very strongly to the success or failure of the school he or she heads. Edmonds placed greater emphasis on the role of the leader as instructional leader who supports teachers to create an appropriate learning environment for student achievement.

Purpose of the Study

The purpose of this study was to examine the extent to which principals' administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate are related to student achievement and attendance. The study was also designed to determine whether the selected teachers' demographics had any significant impact on student achievement and attendance. Further, correlational analysis was designed to test whether variation in mean scores of the independent variables were related to the dependent variables.

Justification for the Study

One of the main problems faced by the public schools today is that of providing quality education for all students irrespective of race, ethnicity and socio-economic status. Educational leaders have long sought to identify these problems, however, it is the intention of this study to examine whether principal's administrative behavior, strategic planning, organizational structure, innovative strategy, school climate and selected teacher demographic variables can provide further information that could improve student achievement and attendance.

Illich (1972) suggests that our present systems of education are not effective for educating students, and this results in poor quality and inequitable education for the majority of public school students. He emphasizes the increased rate of high school drop outs and decrease in the

achievement test scores. Further, it was reported that the education reforms based on A Nation at Risk (1983) are not working and ineffective for the improvement of education and student learning. The Georgia Department of Education (1985) implemented an educational reform called Quality Basic Education (QBE) for improvement of education in the state of Georgia. The aim was to provide quality education for every child attending public schools in the state.

Research Questions

The study proposed to examine the following questions.

1. What are the relationships between student achievement, student attendance and principals' administrative behavior?
2. What are the relationships between student achievement, student attendance and principal's strategic planning?
3. What are the relationships between student achievement, student attendance and the school organizational structure?
4. What are the relationships between student achievement, student attendance and innovative strategy?
5. What are the relationships between student achievement, student attendance and school climate?

Evolution of the Study

The prospect for education improvement appears greater now than at any time in the history of public education. For generations schools have been considered effective if students

achieve, which is the primary goal of public education. Educational leaders have long sought to identify those school factors related to student achievement. According to Ersavas (1980), in order to achieve this goal, it is necessary to apply theories of human behavior as well as review current literature in the field of leadership administration, school organization, and curriculum planning.

Phillips, et al. (1962) suggested that the improvement of the school curriculum has to depend upon the student's "set" to learn. Principals and teachers have to do more than just present instructional materials, they have to get students ready for learning, guide the process, and develop the path to the future. They further suggested that motivating, structuring and directing students to learn, and helping teachers to see the problems of motivation in terms of the whole series of activities, from preparing the "set" to learn, through the activities of learning, on the rewarding and reinforcements are crucial to the process.

The whole matter lies on the principals' ability to promote the total process of classroom learning. It is an organizational matter of school planning and rewarding students' efforts so that greater and higher performances occur. Effective learning and student achievement require good administrative leadership, effective organization in the external process of education and in the learner. They require leadership efforts and application.

Katz and Kahn (1965) suggested that School improvement or student achievement do not come about quickly, nor can it be hurried by a rush mandate. It requires a slow and determined effort, reflected in sound policies and patience.

From reading the literature previously mentioned and discussing school problems, the researcher had the desire to examine the extent to which principal's administrative behavior, strategic planning, organizational structure, innovative strategy, school climate and the teacher selected demographic variables are related to student achievement and attendance.

Significance of the Study

The significance of the study can be seen in relation to the reform of education in Georgia. Governor Joe Frank Harris, in his effort to improve the quality of education in the state of Georgia in 1985, organized an Educational Review Commission that was charged with the responsibility of reviewing and improving the quality of education in the state. As a result, the state legislature appropriated more than \$2 billion for Georgia public elementary and secondary education, and virtually all these funds were used in the implementation of programs specified in the Georgia Quality Basic Education. The Georgia Board of Education, through this process, adopted 76 competencies that each student must master prior to completing public school. Out of the 76, 68 must be achieved by all students, and 8 are those which students should have

the opportunity to attain. The state board also adopted a list of courses for which state funds may be used and which support the 76 competencies.

The main purpose of the (QBE) was to enable each individual educational leader, public school principal, and teacher to become more proficient in improving and providing the best techniques to facilitate student learning and achievement. As a result, funding was provided for staff development programs in strategic planning, evaluation and innovative strategies. Each school in the Dekalb School System is required to set up a team of teachers to conduct strategic planning. The study included these variables as predictors of student achievement and attendance; hence, it could have significance for improving education in Georgia.

The degree to which students can achieve or improve relies upon the effectiveness of the instructional program. The program should be designed in a way that it provides a curriculum suitable for all students. It must be designed to meet the basic needs of the school population who come to school from different family backgrounds. Successful school improvement is the result of effective leadership administration, organizational structure and curriculum planning. The researcher assumes that the results and findings derived from this study will be helpful to administrators, principals and teachers in planning effective instructional education programs in Georgia.

Summary

This study was proposed to determine the extent to which principal's administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate are related to student achievement and attendance. Further, it was also designed to examine whether selected teacher demographics are related to student achievement and attendance.

According to Tanner and Tanner (1987), the principal can improve student learning and attendance through needs recognition, involving students in the life of the school and creating an appropriate climate that is filled with creative learning activities.

Chapter II

REVIEW OF THE RESEARCH LITERATURE

The purpose of this study was to examine the extent to which principals' administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate are related to student achievement and attendance. The literature reviewed is based on the following: (a) administrative behavior, (b) strategic planning, (c) organizational structure, (d) innovative strategy, (e) school climate, (f) student achievement, and (g) student attendance. It was also designed to examine whether selected teacher demographic variables can provide an additional explanation of these relationships, and whether or not the variation in the mean scores of the independent variables were related to the dependent variables.

Administrative Behavior

Hoy and Miskel (1982) defined leadership behavior as the process of influencing the activities of an organized group toward goal setting and goal achievement. Style was referred to as the methods or behaviors that the leader exhibits on a day-to-day basis in carrying out responsibilities toward the goal achievement.

The authors identified five behaviors of leadership which are: (1) responder, (2) initiator, (3) director, (4) considerator, and (5) manager.

The responder is a leader who accepts district goals as school goals. He allows others to generate the initiative for any school improvement that is needed and relies on others for introduction of new ideas. Future goals and directions are determined in response to district level goals.

The initiator respects district goals but insists on goals for the schools that give priority to the needs of the group or organization. He identifies areas in need of improvement and initiates action for change, and takes the lead in identifying future goals and priorities for the school and for accomplishing them.

Two additional behaviors or leadership are director and considerator. The director accepts the district goals, but direct staff and activities to achieve the school goals. The considerator recognizes the individual needs and personality of the followers in the organization, thereby creating a positive environment for higher goal achievement.

The manager accepts district goals but makes adjustments at the school level to accommodate particular needs of the school. He engages others in review of school situations to avoid reduction in school effectiveness, and anticipates the instructional and management needs of the school and plans for them.

Lippitt (1982) examined the various leadership styles and suggests that effective leaders are those who are flexible rather than rigid, aware of their own forces and

understand their own motivations, and trust in relationships with those they lead. Leadership training is required in many areas of skill development, such as communication, conflict resolution, financial management, problem solving, and systems concept for effective leadership. He further cited that leadership is a performing art, and not a science. Professional standards, skills, and value are required. To lead complex systems, leaders need to broaden their ways of examining leadership beyond academic research and educational programs. Leadership must be flexible in style to meet the needs of a particular situation which involves an individual, a group, and an organization, or a nation.

Lippitt further suggested that leaders do not run away from involvement, they confront people and situations. They take the initiative, do not just pussyfoot, do not play games, do not just react to a situation. They act, facing up to issues and problems. Effective leaders understand themselves, and the person who has such understanding is best able to confront situations and lead others to achieve desirable goals. In going into leadership, a person needs to avoid trying to copy someone else. Effective leaders must confront the needs of people in each situation, with solid understanding of their followers' needs, their own goals, and the goals of the organization.

Alward (1986) examined the relationship of preferred, interpersonal leadership style of chief board officers (CBOs),

as compared to chief executive officers (CEOs). Leadership style was identified using the four quadrant approach of leadership as reflected by Hersey and Blanchard (1977).

The instruments used to collect data were the Hersey and Blanchard Leader Adaptability and a Style Inventory-Leader Effectiveness and Adaptability Description (LASI-LEAD) instrument as self profile instrument. Accordingly, five hypotheses were tested to identify a relationship between perceived interpersonal leadership style and the categories of position, size of facility, age of the individuals, and length of experience. The findings of the study revealed that there is a relationship between perceived leadership style and achievement.

Lovell and Wiles (1982) examined the effect of democratic, autocratic, and laissez-faire patterns of leadership on group climate and achievement. A large number of studies followed these early studies of autocratic and democratic patterns of leadership. The results concluded that the democratic leadership style is positively related to group member achievement.

One of the earliest approaches to the study of leadership, according to the authors, was an attempt to find relationships between traits and leadership. However, conclusions were generally negative. No strong positive correlation was found between intelligence and leadership,

scholarship and leadership, unless the trait give the individual an advantage in the situation.

Stogdill (1963), after an extensive review of the research, concluded that leaders are characterized by a variety of attributes such as drive for responsibility, ventures, oneness, self-confidence, and initiative in social situations. It was further found that clusters of characteristics differentiated leaders from followers but also that individual characteristics held significant predictive value.

Howell (1986) examined the effects of three leadership styles (charismatic, structuring, and considerate) and two levels of group productivity (high and low) on individuals' adjustment to and performance on an ambiguous decision making task. One hundred and forty-four commerce undergraduates participated in a simulated organization which was ostensibly designed to assess their practical business skills. They completed an in-basket exercise directed by a manager who portrayed a charismatic, structuring, or considerate leadership style.

The analysis of variance in the study indicated that individuals with charismatic leaders had significantly higher task performance, task adjustment, and adjustment to the leader when compared to individuals with considerate or structuring leaders. The group productivity reported significantly greater task satisfaction, lower role conflict

and higher adjustment to the group than did individuals in the low productivity group.

The interaction between leadership behavior and group productivity revealed that charismatic leadership, regardless of directionality of group productivity norms, produced high individual task performance, task adjustment, and adjustment to the leader and to the group.

Burt (1986) studied the relationship between leadership behavior of selected postsecondary vocational education administrators and the effect that leadership style had on the administration of postsecondary institutions as perceived by the faculty.

The study used the Leader Behavior Description Questionnaire (LBDQ) and the Profile for Assessment of Leadership (PAL). Both instruments were administered to the faculty and directors of ten postsecondary vocational technical schools in Georgia. The ten schools represented a stratified random sampling based on student enrollment and staffing. A Pearson product moment correlation was used to determine the relationship between director's leadership styles and behavior as perceived by the director and the faculty.

The findings of the study indicated that the competencies of the Profile for Assessment of Leadership (PAL) were significantly correlated and with dimensions of the Leaders Behavior Description Questionnaire (LBDQ). The study

further indicated planning and organizational skills to be most frequently significant, while effective communication skills was the least frequently significant.

Hassan (1986) examined the relationship between leadership behavior of physical education department heads in Egypt as perceived both by themselves and by the teachers in their departments to determine any relationship between teachers and department heads' perceptions and such factors as gender, extent of professional training, and years of experience. The data was gathered using the Leader Behavior Description Questionnaire Form XII (LBDQ). The study was composed of 260 teachers and 30 department heads from all physical education colleges in Egypt.

The findings of the study revealed a significant difference between teachers and department needs in the following areas: demand reconciliation, production emphasis, predictiveness accuracy, integration, initiation of structure, and superior orientation. Department heads perceived their leadership styles higher than did the teachers. The number of years of experience of teachers made a significant difference in teachers' perceptions of their department heads in all areas of the LBDQ. Department heads with advanced degrees viewed themselves as reconciling difference more than other department heads. The Ph.D.s perceived themselves as giving consideration to their subordinates more than did others.

Hargrove (1986) conducted a study to determine the perceptions of Adult Basic Education teachers and supervisors regarding leadership styles which exist among Adult Basic Education supervisors in the state of Alabama.

Leadership style was measured using the Leadership Behavior Description Questionnaire (LBDQ) developed by Halpin as the basic research instrument, along with a separate demographic questionnaire for both groups. The sample consisted of 78 principals and 681 teachers who participated by completing the survey instrument. To determine if there were significant differences in perceptions of leadership styles by part-time, full-time and multi-system principals, the one-way analysis of variance was used, and the findings revealed that principals and teachers perceived themselves as high in initiating structure and consideration according to Croft and Halpin's (1963) leadership model.

McMahon-Dumas (1985) examined two dimensions of principals' leadership behavior, which were Task Behavior and Relationship Behavior in relationship to the student's learning performance as reflected in reading test scores for 1978 and 1980 in the public schools of the District of Columbia. A reading instructor and principal from each school participating in the study responded to the Leader Adaptability and Style Inventory Questionnaire prepared by Ohio University and tested extensively on school leaders across the United States. The responses described the

administrators' behavior in 12 significant common school situations as they perceived them.

The study suggested effective leadership to enhance the learning process and increase student achievement. It further suggested that consistent structure organized by the principal is the key element in the improvement of student achievement in reading.

Analysis of the data also indicated a significant relationship between the principals' effectiveness and reading gain scores. Another finding from the study revealed that schools with female principals in the District of Columbia Public Schools showed an increase in the reading gain scores of their students which was significantly higher than those of students in schools with male principals.

Traditionally, business and industry have led in the development and implementation of comprehensive management appraisal programs. Education, by contrast, has had relatively little experience with formal leadership evaluation. Much literature has indicated that school principals and administrators are responsible for their performance, and it is in their interest as well as the interest of their pupils that they be held accountable.

There is a need for effective leadership in education today. Many researchers have sought methods of improving principalship effectiveness because it has been found to be the major factor in school achievement. However, this has

been a difficult task mainly because of the disagreement in operationalizing effectiveness. Much of what has been reviewed about effectiveness of school principals has been directed toward a definition of the functions and the responsibilities of that particular position. It has been assumed that if one fulfills his responsibilities and properly manages the functions of the organization, one will be perceived as an effective school administrator.

Herrick (1956) suggested that an effective school principal is one who sees that all affairs and functions of the school are managed efficiently. In addition, an effective principal is expected to provide an instructional leadership for the school achievement.

Otto and Veldman (1957), in a study concerning the control of structure in public schools, concluded that two distinctly different patterns of principal performances were identified. One pattern was termed principal dominated and the other was designated as democratic. In projecting causes for their findings, the authors suggested that the difference in the personality and need dispositions of principals could be the determining factor.

Dublin (1961) stressed the democratic approach to school administration. He emphasized that the principal must work with and through the professional staff to develop leadership potential. The effectiveness of the principal depends upon his or her skills in group processes and

interpersonal relations. These areas can be analyzed according to the major competencies that are required of an effective school principal.

The failure to arrive at a consensus of operationalization of leadership effectiveness has also led to inconsistencies as it relates to other variables. Some authorities in the field of management have taken the position that certain leadership styles are more effective than others in their benefit to both the employee and the organization.

McNamara and Enns (1966) found that leadership style and effectiveness in schools correlated positively in schools that had good principal-staff relations and negatively in schools with less favorable principal-staff relations. Other studies found similar results for schools having more favorable principal-teacher relations.

Foskett (1967) found that public school principals and their reference groups did not agree on the behavior which should be associated with the principals' role. Teachers agreed more closely with the principals than did other reference groups; however, the greatest difference was between the principals beliefs and those of the superintendents. The next greatest difference was between principals and the school board. The study concluded that it is important for effective school administrators and principals to possess human relations skills and management skills. The human relation skills include sensitivity and self-awareness; communication

and listening skills; conflict management and the ability to cope with personnel and student-related problems.

The concept of leadership has been as elusive of definition as the measure of effectiveness of the school principal. Leadership research has been generally classified into two categories: (1) studies of traits, and (2) studies of behavior in situations. The philosophy underlying the trait approach to the study of leadership is that successful leaders or principals possess, generally, certain traits. The trait approach focuses upon the personal characteristics of good and bad leaders. It was further maintained that the scope of the job and a healthy tension in the school environment were important perspectives which discriminated between principals and related to their effectiveness.

Merritt (1987) conducted a study to examine Fiedler's theoretical assumptions regarding leadership styles. According to the data, three principals were identified as being Task Accomplishment Motivated and one principal was Relationship Motivated. The use of Fiedler's Leader Match Scales showed that, in each case, the school climate in each school was attributable at least in part, to the leadership style of the principal.

Bennett (1986) examined the relationship between leadership styles and teachers' personality variables as a predictor of teaching effectiveness. Leadership style was measured by Cassel's Leadership Ability Evaluation (LAE).

Teacher personality was determined by Cattell's Sixteen Personality Factor Questionnaire (16PF), and teaching effectiveness was evaluated by Eash and Waxman's Our Class and Its Work (OCIW) instrument. To accomplish these purposes, eight principals completed the Leadership Ability Evaluation questionnaire. A total of 56 teachers responded to the Sixteen Personality Factor, and 633 of their students answered the Eash and Waxman's Our Class and Its Work instrument.

The findings indicate the following results:

1. When the teacher is more Sober vs. Carefree and the principal is Democratic-Cooperative, class average (OCIW) scores show a 1.76% higher rating than when the principal is laissez-faire.
2. When the teacher is more Causal vs. Rule bound and the principal is Autocratic-Aggressive, class average (OCIW) scores show a 1.60% higher rating than when the principal was laissez-faire.

The study also indicated that principal-teacher relationships have an impact on teaching productivity.

Madden (1986) examined the relationship between learning styles, leadership styles and leader effectiveness. Data were collected from high school principals. Data which identified learning styles were collected using Kolb's Learning Style Inventory. Data which identified leadership style and leader effectiveness were collected using Hersey and Blanchard's Lead-Self Adaptability Questionnaire (LSAQ).

The study indicated that most high school principals are Style 2 leaders (sellers) with a sizable number Style 3 leaders (participators). More high school principals are convergers than any other learning styles. Style 3 leaders are more effective than Style 2 leaders among accommodators, convergers and assimilators. The study also pointed out that although no particular learning style is more effective than any other learning style among Style 3 leaders, there are significant differences between learning styles among Style 3 leaders.

The study recommended that school districts, in recruiting and replacing people in positions of leadership, should conduct diagnoses to determine the learning and leadership characteristics of the leaders that are needed, and will be needed in the future, so as to avoid the problems associated with improperly matching individuals and specific positions.

McIlvain (1986) conducted a study to determine whether a specific set of information in effective school research and effective instruction would increase the principals' instructional leadership as perceived by their teachers, and also to determine whether this information on effective schools and effective instruction would manifest itself in increased student achievement on the Kansas Minimum Competency Test. The sample consisted of 10 principals from five rural school districts in Northern Kansas who participated in the

study. Classroom teachers participated by filling out the Instructional Management Rating Scale Survey developed by Hallinger. T-tests were run on the survey's eleven sections to determine significant gains or loss in perceived instructional leadership behavior by individual principals and by the combined elementary districts. The Kansas Minimum Competency Test scores for all students in the second, fourth and sixth grades for 1983 and 1985 in these same schools were examined through description statistics to determine significant growth. The findings of the study indicated the achievement of respective student populations under the direct supervision of the principal did reflect considerable change, most of which was in a growth direction.

Fuchs, et al. (1986) studied the effect of mastery learning procedures on student achievement and assessed the effect of contrasting mastery learning on performance among high- and low-achieving students, who were 48 high- and 40 low-achieving first graders receiving either a typical commercial basal reading series mastery learning treatment or an alternative mastery learning treatment that adhered more closely to principals of frequent testing, corrective feedback, and technically sound measurement, so that analysis of co-variance on two achievement post tests indicated an interaction while use of the alternative procedures resulted in better scores for low but not high-achieving pupils.

Edward (1986) conducted a study to determine whether a significant relationship exists between pre-designed principal activities and teacher motivation, student motivation, and student achievement. Teacher motivation was measured by the Student Achievement Diagnostic Questionnaire for Administrators (SADQA). Student motivation was measured by the Student Achievement Diagnostic Questionnaire (SADQ). And student achievement was measured by the Metropolitan Achievement Test (MAT). The sample consisted of three middle grade schools, 69 teachers, 3 principals, and 310 students at the subject schools. The findings of the study revealed that a positive and statistically significant relationship existed between changes in the Student Achievement Diagnostic Questionnaire (SADQ) scores and changes in reading and math sub-test scores.

Effective school literature findings emphasized the principal's leadership and attention to the quality of instruction as being one of the most important variables for student achievement. These findings also revealed that, although school effectiveness is the product of a unified effort involving school-wide integration of attitudes, goals, policies, and procedures, the principal stands out as being the central force in establishing and maintaining a successful operation. Essentially, Edmonds (1978) indicated that the actions of the designated leader are crucial to success because the leader influences the behavior of subordinates and

other school participants, initiate programs, set policy, obtain materials, provide motivation and support for school improvement.

Montileon (1982) examined factors associated with academic failure in urban Catholic secondary schools and suggests that principal's leadership serves as the foundation of the organization, therefore, the need for strong leadership has come to the forefront in an effort to develop school improvement.

Strategic Planning

The purpose of planning, according to Cunningham (1982) is to provide a bridge between useful knowledge and purposeful coordinated action. It is used to gain control of the future through current acts. Planning helps administrators look ahead, anticipate events, prepare for contingencies, formulate direction, map out activities, and provide an orderly sequence for achieving goals.

The author identified two kinds of planning as follows: (a) strategic planning is seeing that the organization is doing the right thing toward the goal attainment, (b) operational planning is ensuring that the organization is doing things right as planned. Further, the author provided the following guidelines for effective planning:

1. Plans are needed if organization is to accomplish desired outcomes efficiently.

2. Plans help to reduce individual and organizational stress by providing direction and increasing control over present events. He suggested that staff should not be concerned about organizational direction on a daily basis, but should be able to direct their creative talents toward the implementation and ultimate achievement of organizational activity.
3. In order to obtain staff commitment and coordination, all organizational planning requires a model that is widely known and well understood by the members of the organization.
4. Planning efforts must be divided into two types: strategic planning should provide long-term direction regarding all organizational activity and ensure that the organization is doing the right things. Operational planning is required to ensure that resources are used correctly so that desired results are achieved in the best manner possible.

Soder (1986) examined strategic planning and factors related to its implementation and development. A descriptive-comparative case study design was employed utilizing a structured interview questionnaire. Four California community colleges were involved in the study. The conclusions of the study were: (1) strategic planning should be approached and developed on a holistic basis; and (2) a plan should include a staff development program.

Lane and Walberg (1987) examined classroom management as it affects student performance. The study revealed that the more the teachers planned and maximized the time available for instruction, they are well prepared, maintain a smooth pace during lessons and do not get confused about what to do next.

Lippitt (1982) suggests that planning for school achievement must take place within the context of the goals of the individual, the group, and the organization: first, by setting goals and developing strategies to achieve them; and second by translating that strategy into detailed operational programs and ensuring that the integral plans are carried out.

Smith (1979) examined the impact of programmatic mission statements on an institution in long-range planning. The study used the concepts of long-range planning developed by Dr. Satish Parekh, the national long-range planning director for Phelps-Stokes Fund in Baltimore.

The findings of the study indicated the following:

1. Long-range planning provides a commonality of understanding about the mission and goals of the institution and the strategies to implement them.
2. It summarizes a profile for the institution in quantitative terms.
3. It encourages better allocation and utilization of resources.

4. It helps direct energies away from the non-essential to the essential activities.
5. It makes evaluation possible in objective terms simultaneously with implementation.
6. It assists in generating funds by strengthening the institutional case with granting agencies, government and corporate.
7. It helps ensure survival and growth of the institution.

Richey (1983) examined the pattern of planning decisions that primary reading teachers make for instruction, and to determine how these teachers perceive the effects of these decisions on their classroom behavior and the subsequent learning of their students. The data were collected from interviews using questions designed to elicit teacher perceptions of their planning behavior. Teachers interviewed for the study taught first, second, and third grades in three different schools in a large metropolitan school district. Each teacher used a basal reading series for instruction in a self-contained classroom. The findings of the study indicated (1) that these primary teachers feel it is very important to plan for reading instruction. Planning structures their presentations and keeps them on task (2) that planning was perceived to be guided by suggestions in teachers' manuals which accompany basal reading series and by students' need observed during teaching (3) that planning tends to be focused on activities.

Organizational Structure

Hoy and Miskel (1982) defined organizational effectiveness as the degree of goal attainment or a desired state of affairs which the organization attempts to realize. According to the authors, an organization is effective if the observable outcomes of its activities meet or exceed the organizational goals. It was revealed a number of scholars maintain that goals and their relative accomplishments are essential for improving organizational effectiveness.

The bureaucratic model perceives the organization as a formal structure which recognizes a hierarchy of authority, specialization of talent and follows a system of rules and regulations. This structure emphasizes efficiency and is a closed type system.

Fayol (1970) classified organizational effectiveness into five main functions, namely, the functions of planning, organizing, commanding, coordinating, and controlling. According to the author, one must be capable of studying the future and arranging a plan of operation, the ability to accumulate resources and organize humans in the operation. He stressed the importance of the administrator being able to make the staff do their work having the ability to correlate all activities and to see that everything is done in accordance with the governing rules and the instructions which have been given.

Taylor (1970), the father of the scientific management movement, sought ways to use people effectively in industrial organizations. The author proposed that managers use scientific research methods to discover the most effective way of getting the job done. He stressed the selection and training of workers and the development of aptitude tests so that workers could be assigned to their areas of expertise.

Hoy and Miskel (1982) examined a research based on selected organizational development criteria and found that adaptability and the closely related concepts of flexibility and motivation are some of the most frequently used by researchers as organizational effectiveness measures for school improvement. They stressed that this criteria links the ability of organizations to modify their operating procedures with internal and external forces that induce change. They defined adaptability in terms of the abilities of educational administrators to sense forces of change and initiate new policies and practices to meet emergent demands.

They further proposed several strategies for improving school organizational effectiveness. The most important of these strategies, as pointed out, are the individual and the techno-structural strategies of planned change. The later strategy, according to the researchers, seeks to change the structural variables of the school organization which include decision-making process, communication, etc. The goal of such modifications usually is to provide a better match between

instructional and administrative technique. Typically, this approach includes either centralizing or decentralizing decision making, changing the patterns and forms of communication, and developing operative goals through group processes.

Getzels and Guba (1957) stressed the need for the principal to define his role in relation to that of the teacher because each derives its meaning from other related roles in the institution. Both the principal and the teacher perceive the relationship in their own terms. Where the needs are the same, a team effort will result.

The organizational human resources input variables related to student achievement include self-direction, self-control, adequate guidance, adequate funds, adequate facilities as well as adequate support. Sometimes the output variable is low achievement because of the principal's willingness to compromise. This approach, however, provides an opportunity to successfully apply the motivation theories outlined by Maslow (1954). Both theorists stressed the importance of worker satisfaction in terms of the need to belong, to be secure, to actively participate and the opportunity to advance. Once personal needs are satisfied and are congruent with personal needs of the organization, efficiency will increase.

Roles and expectations are necessary to the function of the organizational development. Roles are most important

and are defined in part by expectations. Roles represent positions and statuses within the institution. In a school, these would include the position of the principal, teacher and the students, as well as custodial positions. According to Getzels and Guba (1957), the institutional element of the social system explains the behavior of individuals in terms of dominant roles and expectations which are aimed at meeting the goals of the organizational system. The model assumes that organizational systems are composed of personalities. Although people occupy roles and positions in the school, they are not simply actors devoid of unique needs.

The literature dealing with organizational development effectiveness suggested more effective organizations bureaucratic expectations, informal groups, and individuals to work together to produce an impact on the environment. It further maintained the need for adequate resources, avoidance of undue strain, and educational administrators to place great importance on maintaining harmony because harmonious actions enhance organization effectiveness.

According to Bacharach (1982), effective schools utilize the characteristics of effective organization. They are:

1. Open communication system. In effective schools, there is a full exchange of ideas and information among the leader and the followers.

2. Leaders must use positive supervisory behaviors. These behaviors include showing appreciation of teachers' activities as well as providing and soliciting feedback.
3. Work activities must be designed effectively. These activities are characterized by clear expectations that are not in conflict with one another. Workers also know what is expected of them.
4. Effective organizations are structured in a manner that encourages participation. Leaders allow followers to have a say in strategic organizational decisions as well as decisions that directly affect their work.
5. Coherent managerial policies are evident by the fact that leaders specify the operational means by which goals can be accomplished and establish logical links between new and old programs.
6. Teachers are respected in effective schools and treated as professionals, since self-esteem is recognized as an important factor of one's performance.
7. In effective schools, career development programs for teachers are developed and focus on the expansion of teaching skills.

The author defined effective schools, stressing that there is a sense of order in these schools. Also, there is a high staff expectation for students and strong leadership from the principal. Moreover, there is a school-wide control of

instructional and training decisions and clear goals are collectively agreed upon.

Innovative Strategy

Lippitt (1982) referred to innovation as the process of initiating, creating and confronting needed changes, so as to make it possible for organizations to become or to remain viable. Innovation also enables organizations to adopt to new conditions, to solve problems, to learn from experiences, and to move toward greater organizational maturity. It is the application of the planning, development, and problem-solving process to the overall functioning of the organization in such a way that it strengthens the physical, financial, technical, and human resources. Finally, innovation improves the process of interface, helps the organization mature and is responsible for the environment of which the organization is a part.

According to the author, school improvement weighs heavily on attitudes toward institutional change or innovation and an individual's willingness to change. In discussing the theory of institutional change, Coffey (1975) suggested that, the general problem of institutional goals and means can be reassessed for the purpose not only of adapting to change going on within the social system, but also of assuming responsibility for exerting influence on the various alternatives of change which may be opened to the society.

Levin (1986) indicated that greater effectiveness of group decision in changing attitudes and behavior is related

to the fact that the individual acts as a group member rather than in terms of his personal preference. He discussed three stages of change during his studies on group interaction. They are: (1) unfreezing, (2) changing, and (3) refreezing. The unfreezing stage is the stage where people are threatened by new ideas or confronted with different ways of looking at what to do. This is a period of great discomfort where much support is necessary to help people receive new ideas. The second stage of changing is characterized by participating in new ways of doing things. The third stage is the stage of development, where people are prepared and ready to effect the needed change.

A change must be an intended, designed, or purposive attempt by an individual, group, organization, or large social system to influence directly the status quo of an organization or a situation. Morphet, et al. (1982) suggested that one of the characteristics of an effective leader is that of helping to establish and facilitate the attainment of appropriate goals. According to the authors, this often means that the leader must help people prepare to effect needed changes. The authors further observed that effective change occurs when the changes are long lasting, when they are self-monitoring, and when they are reinforcing of system competence and lead to further system development. They further believe that change may be more effective when attention is centered first on

structural changes while others believe it should begin with interpersonal relationships.

Significant changes in a social system such as education usually are not made easily. Careful planning can help to minimize, but will not eliminate, the inevitable feeling of insecurity on the part of many people, some of whom may become resentful or antagonistic. Some perceptive interventionist may be necessary to facilitate stability and ensure progress. The purpose of any such intervention should be to find ways of utilizing the tension to motivate individuals to seek more information, to design appropriate procedures, and to develop a commitment to the goals as well as to procedures. In education, who should play the role of interventionist? What criteria should be utilized to facilitate cooperation in attaining the goals and, in the process, effecting the needed changes?

These authors further revealed that all cooperative efforts to change or improve education should utilize and observe the basic concepts or principles pertaining to satisfactory human relations. These concepts include (1) respect for each individual, yet continuing recognition of the fact that the common good must always be considered; and (2) consideration of the talents and abilities of all persons who can make a contribution should be utilized; and (3) recognition that the thinking and conclusions of two or more persons with a good understanding of the problem and issues

are likely, in most cases, to be more reliable than are the conclusions of one individual. The procedures used in any cooperative effort should be designed to ensure that conclusions will be reached on the basis of pertinent evidence and desirable goals.

School Climate

Agnew (1981) examined the relationship between elementary school climate and student achievement. School climate was measured by the Organizational Climate Description Questionnaire (OCDQ) and student achievement was measured by the California Assessment Program (CAP). Nineteen elementary schools of a suburban district in northern California comprised the population of this study. A total of 166 teachers participated and all third and sixth grade students who were tested in May 1979 and 1980. The findings of the study showed a significant relationship between overall climate, climate dimensions, principal tenure, grade level, and student achievement.

Lewis (1981) examined job satisfaction, decisional discrepancy, academic social climate, and academic achievement in selected Title I elementary schools. In addition, the study examined sex, seniority in the school and seniority in the profession as they relate to the variables of job satisfaction, decisional participation and school social climate in high and low achieving schools. There were some major conclusions drawn from the findings in this study. The

teachers in the high achievement group perceived the school climate to be more positive than did the teachers in the low achievement group. Teachers feelings of futility were negatively associated with student achievement. In addition, concerning job satisfaction, the high achievement schools show more dissatisfaction with the item of salary level than the low achievement school and the low achievement school was more dissatisfied with student achievement and parent-teacher relationships than the high achievement school. Relative to decisional participation, the high achievement school showed more decisional deprivation overall, and significantly more on curriculum selection and evaluation than the low achievement school. Regarding personal characteristics, female teachers were more satisfied with their job than males. Females perceived the academic social climate to be more supportive, had more continued experience in the current school, and held higher expectations for student achievement than males.

Calzini (1983) studied leadership behavior and school climate in selected schools in the Defense Department dependent schools in England. The study examined various leadership behaviors of principals with relation to organizational climate to determine the relationship between leadership behavior and school climate in the specific schools studied. Two questionnaires were used: Leadership Behavior Description Questionnaire (LBDQ) XII and Organizational Climate Description Questionnaire (OCDQ). The findings of the

study are as follows: (1) School organizational climates, as perceived by the teachers, tended to fall into two categories - open and closed. (2) There was a relationship between the teachers' perceptions of their school climates and their principals' leadership behaviors, but the relationship was low. (3) There was a significant relationship in the 12 subscales of the LBDQ XII while the eight subscales of the OCDQ showed no consistent relationship. (4) One perception of the teachers participating in the study was that strong leadership was rarely exhibited by their principals.

Treacy (1982) examined English departmental student achievement, organizational climate and job satisfaction in selected New York City high schools. The following instruments were used in the study to collect data: (1) The Sergiovanni-Trust Job Satisfaction Questionnaire; the School Climate Profile, Part A; A Demographic Data Sheet; and the State Four Year Comprehensive Regents Examination in English. The major findings and conclusions drawn from the study were: (1) teacher satisfaction does not depend on the achievement level of the school, (2) achievement was not a major factor on job satisfaction while organizational climate was, both in regard to presently felt satisfaction and in presently felt fulfillment of these needs. School climate literature has shown that the climate of a school can be measured through teacher perception on OCDQ. It was argued that humanistic

schools have teachers with high expectations, and that such schools have open school climates.

Brown (1967) suggests that open climate is essential for acceptance of innovations. If the innovation can directly impact on students, then in such situations there can be a relationship between open climate and student achievement.

Richard (1987) attempted to determine whether there was a significant difference in the perceptions regarding school leadership, organizational climates, student control and management systems held by students, teachers and principals in high as contrasted to low achieving level schools. The findings revealed that students and teachers of the high achieving schools perceived the principal to be more open and allowed a participative system of management in the school for pupils which resulted in higher achievement.

Student Achievement

Andrew and Keeler (1963) identified the important role of school administrators in the academic growth of students and suggested that leader behavior is significantly related to the achievement of the followers. They gave strong support to the hypothesis that leader behavior of the school principal, as perceived by the staff, was significantly related to the productivity of the schools.

Appel (1980) suggested that quality education is possible only through the leadership of educational administrators. The school leadership, according to Appel,

should commit themselves to higher expectations of student performance. He further suggests that most students are capable of mastering skills and concepts associated with advance curriculum offerings, given the appropriate conditions of learning, time, resources, environment, and motivation. Since educators live in an age when science, technology, and communication between cultures is increasingly important, they need to develop more opportunities for students to learn these skills.

The author concludes that in order to obtain quality education, the education leadership in the school must be committed to the improvement of the comprehensive curriculum. Higher expectations and standards for students and staff and creation of a learning climate which fosters and encourages growth in the school and the community also deserve consideration.

Newton (1976) in his report "Whose Responsibility is the Curriculum?" suggests a team structure wherein each participant shares equally the successes and failures of the curriculum. The proposed structure, according to Newton's report, consists of (1) administrative personnel, (2) teachers, (3) community representatives, and (4) students.

Newton's major concern was that students gain meaningful information which has the promise of future utility. He further suggests in his summary that curriculum development for school achievement and the promotion of

education is the role of the leader and all groups, whether they are administrative, faculty, staff, students, or concerned parents. He further suggests that during recent years, American public education has been criticized following major reports that schools have not been effective in promoting student learning. The implementation of the program involved a developed instructional program in a large number of school districts over a long period of time. The report concludes that schools can have a positive and lasting effect on student academic achievement when effective programs are properly implemented. These conclusions should have relevance to the school leadership which is responsible for setting the efforts for instructional coordination.

Nelson (1983) conducted eight case studies to examine leadership and to determine the impact of principals on student learning and reading achievement. In all eight studies, principal leadership style was positively related to learning and reading achievement and positive school outcomes. Evidence from the studies indicated that learning and reading effectiveness were enhanced by principals who (1) create a safe orderly school environment conducive to learning; (2) showed a high degree of program involvement; (3) established clear learning goals; (4) encouraged a high level of expectation of student achievement; and (5) used performance data both to evaluate student skills and to measure the strengths and weaknesses of the reading curriculum. The

studies further added that the direct responsibility for improving student learning and better outcomes rests on the leadership style of the school principal. It was also indicated that principals with high student achievement, school effectiveness, and high school outcomes exhibit a particular style of leadership. If so, which leadership styles or behaviors are related to student achievement and positive school outcomes?

Nelson (1983) examined a study on Reading Achievement of Inner City Children. The study provided educators with a point of departure from the devastating Coleman Report. According to Nelson, Weber's study achieved its purpose because it was intended as an alternative to Coleman's widely accepted conclusion that schools did not make a difference, that a student's achievement is exclusively a function of family background and socio-economic status. Weber's study, conducted in four inner city schools in New York, Los Angeles, Chicago, and Kansas City, yielded results pointed toward school leadership as the determinant of success in school effectiveness and student achievement.

The schools Weber examined, as reported by Nelson, indicated a significant number of poor students scoring above the national reading norms. The result clearly showed that reading ability for students in the four schools was similar to those of students in average income schools. Interviews with staff and observations of classes during reading

instruction revealed that the successful schools placed a decided emphasis on reading success, frequent and systematic evaluation of student achievement or progress, and a calm, orderly, and quiet school atmosphere. Principals' administrative leadership style appeared to be a significant factor in their school and student achievement, because the principal as the administrative leader set the tone for the school's instructional climate and assumed responsibility for the allocation of resources to attain defined goals.

Edmonds (1978) suggests that success is measured in school settings when the children of the poor achieve to the level of obtaining the basic minimal skills which are now used to measure the minimal level of performance of those children of the middle class. It is with this concept in mind that this study would seek to realize the success of the students in the schools selected. The continuous assessment and testing of students at various stages in the various disciplines would enable one to determine whether the program is accomplishing what it purposes to do. Continuous feedback from the parents, teachers, and students would enable the supervisor/leader to reassess the supervisory model.

Likert (1967) suggested that there is a need for all parties involved to feel that they are participating in the achievement and accomplishment of organizational tasks. The model of effectively getting teachers, supervisors and parents to lead the student to mastery of high school skills will

demonstrate that because there was a relationship of working together for getting this task accomplished, all would feel satisfied about a job well done.

Fiedler (1967) suggested that leadership effectiveness is determined by the personality of the leader and the style of interaction as well as by the situation. Thus, if a supervisor is to be effective in getting students to achieve there must be mutual cooperation and participation on the part of the supervisor as leader, the teachers and the students.

Kooiara (1980), in his study, attempted to determine whether principals and teachers' leadership structure and warmth have a significant relationship with school/academic achievement in a remedial reading program. He examined 13 school officials and 998 students in the Basic Reading Program of the Greensboro Sample. Data gathered included pre- and post-test scores from the California Achievement Tests: Reading, and Interaction Analysis and Student Response Scale measures of principal and teachers leadership structure and warmth. The data were analyzed by regressing the dependent variable measures of reading gain scores into 10 independent variables of principal and teacher leadership structure and warmth. The results suggested that, principal and teacher leadership and warmth were positively related to the reading gains of remedial students and structure was not related to the reading gains of remedial students.

Nelson (1983) reviewed the hypothesis that differences in school systems and the individual schools explain differences in students' outcome among schools. His study included three groups of Michigan elementary schools: a representative state sample (68), a majority black sample (10), and a majority white sample (61). Analyses of data from these schools suggested that a major portion of the variance in student achievement between schools was explained by four components of the social system: (1) leadership effectiveness, (2) student discipline and inputs, (3) school social structure, and (4) school climate.

The investigation set the stage for case studies in four low socio-economic status (SES) schools. Ten were majority white schools differing in effectiveness as determined by achievement scores. The others were majority black schools differing in effectiveness as determined by standardized achievement test scores. Supervision in the achieving schools was decidedly different from that of the schools showing lower student achievement; for, the principal dropped in to classroom, frequently visiting each class approximately 30 times per year. Although the principal was not innovative in terms of new programs, interaction techniques, or instructional materials during a three-month observation period, he tried to organize teacher-effectiveness training and held meetings with small groups of teachers to discuss their students' achievement. The principal's concern

for achievement was known to both students and teachers, as were his high expectations. He exhibited a commitment to ensuring that students could and should be achieving at relatively high levels. He also motivated students to assume responsibility for reaching such levels.

Principals in less achieving schools were perceived quite differently. One was almost totally bogged down with discipline and administrative problems and showed indifference toward instructional leadership and academic achievement. Teachers in this school seemed preoccupied with maintenance and survival. The principal was also ineffective despite a concern for instruction and achievement. Although the principal frequently reminded his teachers that student achievement was a high priority, he provided little leadership to make such a priority a reality. Teachers, in turn, made few demands on their students.

Nelson (1983) examined a study on secondary schools and their effects on children. Fifteen hundred junior high school-aged students in 12 inner city schools of London were the subject of this study. Students were assessed on the school entry variables and reassessed at exit three years later. Based on an analysis of the standardized test scores, leadership style appeared to have a positive influence on student achievement. During a two year period, observations, interviews, and surveys were directed toward analyzing the kinds of environments provided for teaching and learning, as

well as such variables as academic emphasis on reading, teaching skills, student discipline, student participation, and student evaluation. The study concluded that the influence on the leader (supervisor) was considerable. Investigations of more than 70 variables suggested that the combined effect was more powerful than that of any single variable. Students tended to achieve more and school outcomes tended to increase when the curriculum and approaches to discipline were agreed upon and mutually supported by the staff and the leader acting in concert. Examination successes were more frequent and delinquency less common in schools where student behavior was based on expectations set by the school rather than those left to the individual teacher. In schools with higher student achievement, decisions tended to be a consensus between staff and the leader (principal). Student achievement was found to be greatly influenced by the degree to which the principal functioned with staff and teachers to create a coherent whole, with agreed ways of accomplishing the instructional task.

The author further examined a study on improvement projects conducted in elementary schools in New York and the findings identified five factors associated with student achievement. These factors are: (1) administrative style, (2) student discipline, school climate, (3) school-wide cooperation, (4) teacher expectations, and (5) continuous assessment of student progress.

He concluded that school principals do make a difference. Leadership style and climate is positively associated with school outcome and student achievement. For a school to have a productive learning environment, it is important that the leader create a positive school climate. This phenomenon is generally defined by researchers as a safe, orderly environment that is conducive to teaching and learning. The following are the four indicators of a well disciplined, effective and positive school climate: (1) students who have a positive attitude toward the teaching and learning environment; (2) teachers who take responsibility for all students at all times; (3) teachers and students who recognize that there are defined standards of behavior which must be maintained; and (4) teachers and students who maintain a respect for the building as well as the institution. Effective leadership is essential for the achievement of the school. More often than not, the attitudes conveyed by the individual in the leadership position manifest themselves throughout the entire system; therefore, the attitude as well as the degree of involvement of a school principal is a very important element in the operation of an effective school.

If the instructional programs at a given school are to be successful, it is imperative that the principal be an active participant in the learning progress. Interaction between the principal and teachers with regard to classroom activities is the foundation for student academic success.

Such principals take part in the instructional decision-making and accept responsibility for the decisions about methods, materials, and evaluation of a well-defined reading curriculum. They provide plans for meeting students' learning needs by integrating course content, interrelating sequences of objectives and providing learning materials in all grades.

The relationship between the principal, the teacher and the student is very significant because it helps to improve student learning and reduces the need for discipline. Most of the studies reinforced the importance of a meaningful communication channel between the principal and the teacher. Literature shows that effective principals are not just administrative heads of a school with regard to the chain of command, but they are responsible for the upkeep of the classroom. Such leadership behavior may be translated into a cycle that provides teachers with meaningful information about the progress of the students. The techniques employed by effective principals, as indicated by most studies, include: (1) active participation in the student learning programs, (2) frequent observation in the classroom, (3) instructional leadership in the learning program, and (4) direct intervention providing alternatives to solving student discipline problems.

Principals should be firm believers that students should be required to attain at least minimal mastery of a given subject. The educational literature indicates that an

attitude of this type, if supported by an effective leader, will maximize student achievement.

Student Attendance

Jones (1982) examined the relationship of adequate student attendance and inadequate student attendance to student grade point average. The study survey was limited to 2,000 randomly selected ninth grade students from 40 large Texas high schools. The Rand Corporation Table of Random Digits was used to select the sample. The findings of the study indicated that the grade point average for students with adequate attendance was 2.4535, while the mean for students with inadequate attendance was 1.242. The t value showed significance above the .001 level.

Brokowski (1979) examined a comparison of secondary school student performance in attendance, achievement and related variables prior to and during a restrictive and punitive administrative control policy for attendance. The subjects of the study were 666 secondary school students enrolled at New Milford High School for both the 1975-76 and 1976-77 academic years. School attendance records and student files provided data for the basis of the comparisons. The study concluded that student attendance, tardiness and participation in activities demonstrated significant increases for the entire sample when the policy was in operation. The attendance of these students increased significantly while the number of their course failures significantly decreased. It

was further concluded that implementation of a restrictive and punitive administrative control policy for attendance may result in improved performance in student attendance and achievement for certain students.

Maw (1983) examined the effect of intervention strategies on attendance in 12 California high schools, grades nine through 12. The major questions in the study were concerned with (1) the percentage of change in attendance between pilot year and baseline year, (2) the relationship between types of intervention strategies that improve attendance, and (3) the effect of the demographic characteristics of district size, school size, school area and school location on intervention strategies used.

The study involved 158 site personnel in California. All of the successful schools employ a combination of strategies. Additionally, successful schools must have strong policies, wide participation in policy development, policies which specify expectations and consequences, and policies that are consistently enforced.

The results of the study suggest the following: (1) each of the 12 schools experienced a positive gain in student attendance, (2) the percentage of students in attendance was influenced by school size, school area, and school location, and (3) demographics did not have a major effect on types of strategies. These variables were important when strategies were considered individually.

Summary

This chapter has reviewed several studies in the areas of leadership behavior, strategic planning, organizational structure, innovative strategy and school climate as they relate to student achievement and attendance. To mention a few, Stogdill (1963) suggests that effective leaders are characterized by a variety of attributes such as drive for responsibilities, ventures, oneness, self-confidence, and initiative in social situations.

Levin (1986) discusses three stages of change and goal achievement in his study on group interaction (1) unfreezing, (2) changing, and (3) refreezing. He concludes that a change must be intended, designed, or purposively attempted by an individual, group, organization, or large social system to influence directly on the situation.

Chapter III

THEORETICAL FRAMEWORK

In this chapter (a) the theoretical focus of the study is stated; (b) the variables are defined; (c) the relationships between variables are explained; and (d) the research hypotheses are specified.

Focus of the Study

This study was designed to examine through a survey the extent to which principals' administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate, as dependent variables, are related to such independent variables as student achievement and attendance. It was also designed to determine whether selected teacher demographic variables can provide an additional explanation of these relationships. Further, correlational analysis was designed to test whether or not the variation in the mean scores of the independent variables were related to attendance and achievement.

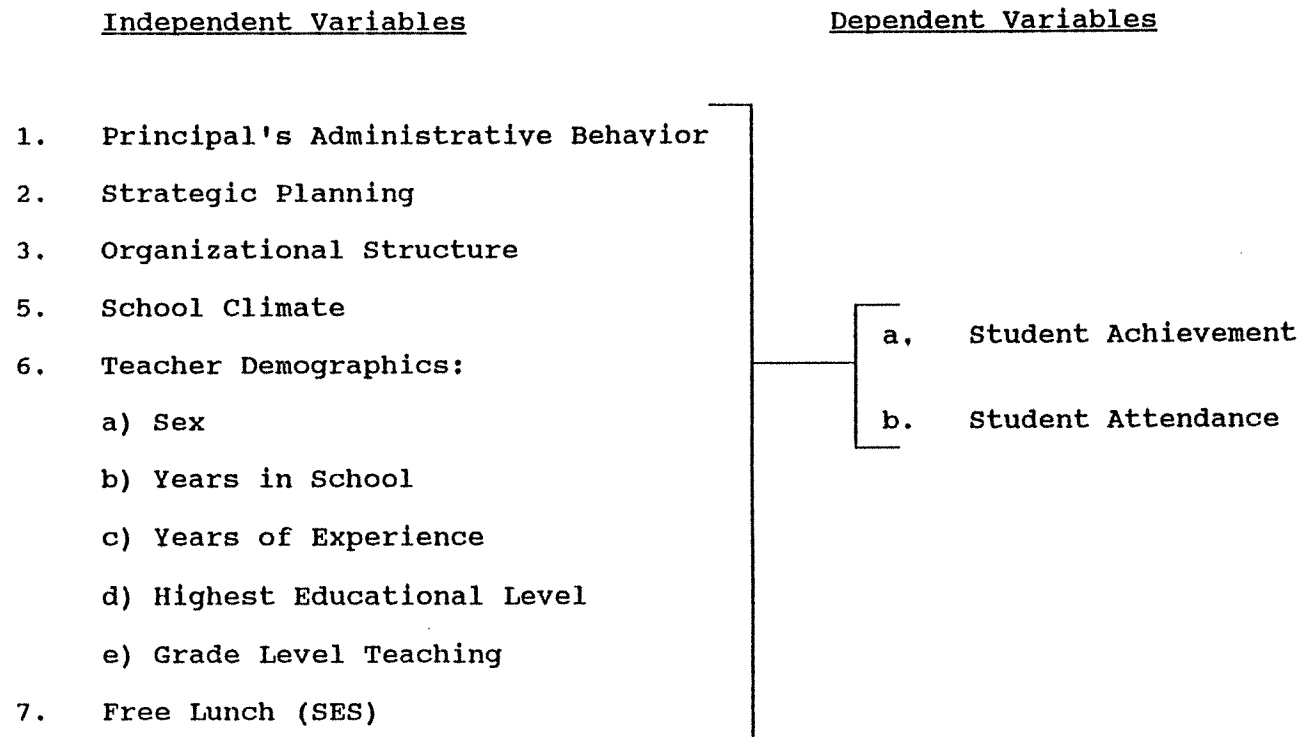
Definition of Variables

These variables are defined for the purpose of this study.

1. Principal's Administrative Behavior is defined as the extent to which the principal uses his leadership skills to influence the activities of a group toward goal

Figure 3.1

Principal's Administrative Behavior, Strategic Planning, Organizational Structure, Innovative Strategy and School Climate in Relation to Selected Variables.



setting and attainment, the principal is open in decision making, and is humanistic in interpersonal skills. (Items 1-9)

2. Strategic Planning is defined as the extent to which the principal/leader develops an overall goal strategy, makes choices for the program planning and selects the most effective method/strategy to counteract the causes of problems. (Items 10-18)
3. Organizational Structure is defined as the extent or the degree of loose coupling or autonomy of individuals within the organizational framework. (Items 19-33)
4. Innovative Strategy is defined as the extent to which the principal and the faculty are actively involved in defining new and/or alternative ways to resolve problems and promote teaching learning activities. (Items 34-43)
5. Student Achievement is defined as student percentile in reading and math scores on the Iowa Test of Basic Skills (ITBS) as obtained by each school for school years (1989-1990). These scores were used to code low and high achieving schools.
6. Student Attendance is defined as the daily student school attendance record as obtained by each school for school years (1989-1990).
7. School Climate is defined as the degree of mutual bonding between principal, teachers and students with respect to what happened in their school. (Items 43-58)

8. The Demographic Variables are defined as follows (Items 59-63):

Sex: Male or female (Code 1 = female; 2 = male)

Number of years at school: 1-2; 3-5; 6-8; 9 plus

Teaching experience: 1-2; 3-5; 6-8; 9 plus

Educational level: B.A./B.S.; M.S.; ED.S.;
Ed.D./Ph.D.

Grade level teaching: K-1; 2-3; 4-5; 6-7

9. Free Lunch (SES) = The percentage number of students receiving free lunch in each school (low (SES) = high free lunch).

Proposed Relationships Among the Variables

The Teachers' Opinion Description Questionnaire (TODQ), designed by Persaud (1990) looked at school operation in five dimensions: (1) administrative behavior, (2) strategic planning, (3) organizational structure, (4) innovative strategy, and (5) school climate. These are aspects of principal vision in running the school. The principal can be open and have humanistic administrative behavior and believe that teachers are capable of contributing to the achievement of the school. Principals with this behavior allow teachers and other faculty members to be actively involved in the decision making that directly affects the school.

This study proposed that if teachers are allowed by their principals to be actively involved in the school

decision making and their suggestions are heard and utilized, then their morale will be increased and have high expectations for themselves and their students. On the other hand, if the principal criticizes teachers and does not allow group participation, they will feel insecure within the system and will apply the same attitude toward their students which will lower student achievement and attendance. The interpersonal style of the principal is very important, because by his/her accepting teachers' views and opinions with less criticism, according to Flanders (1976), then teachers themselves are likely to do the same in the classrooms.

Croft and Halpin (1963) have shown that school climate can be measured through teacher opinion. On the Organizational Climate Description Questionnaire (OCDQ), Appleberry and Hoy (1970) argued that humanistic schools have teachers who have high morale and that such schools have open climates. School climate in this study is defined as the degree of mutual bonding among teachers, principal and students with respect to what happened within the school.

Open climate is very important because it increases a teacher's sense of expectation and belonging in the school, it also helps teachers and the principal to be zestful and confident in what they do. They find pleasure in working with each other; this pleasure creates better learning environment which should affect students.

Hoy and Miskel (1982) defined school climate as the set of internal characteristics that distinguishes one school from another and influences the behavior of people within the school. It was further referred to as the end product of the school groups: students, teachers, and administrators as they work to balance the organizational and individual aspects of a social system. The end product includes shared values, social beliefs, and social standards.

According to the authors, the distinctive feature of the open climate is its high degree of trust and esprit and low disengagement. This combination suggests a climate in which both the principal and faculty are genuine in their behavior. The principal leads through example by providing the proper blend of structure and direction as well as support and consideration, the mix dependent on the situation. Teachers work well together and are committed to the task at hand. Given the reality-centered leadership of the principal and a committed faculty, there is no need for burdensome paperwork, close supervision, or impersonality and a plethora of rules and regulations. Acts of leadership emerge easily and appropriately as they are needed.

According to Maslow (1954), each person within the group has a need to achieve self esteem and self actualization. These needs cannot be met, however, until the person is accepted by the group/organization and feels a sense of worth and belonging.

The principal's humanistic behavior can make teachers and students feel accepted and have a sense of worth and belonging within the school; hence, they will feel proud to be part of the school. Teachers will be interested in teaching and encouraging students to learn. Students will be interested in learning; hence, it will increase their achievement and attendance. If the principal rejects teachers and do not allow participation, teachers are likely to feel insecure and production will decrease, likewise student achievement and attendance.

Brown (1967) stated that an open climate is essential for organizational improvement and innovations. If the innovations can directly affect student achievement and attendance, then in such a situation there can be a significant relationship between open school climate, achievement and attendance.

Cunningham (1982) suggested that proper planning could impact on innovativeness. Such planning would have to ensure that the principal and teachers in the decision-making cycle would eliminate errors and make accurate choices that are most relevant to goal achievement. The strategic planning model that is most suitable for this purpose is Planning, Programming, Budgeting System (PPBS). The author further suggests that when the planning technique follows decision-making through needs analysis and prioritization of

objectives, program activities and cost, then efficiency is maximized. Further, when such a planning technique is carried out through collaborative efforts, goal achievement and moral are facilitated. Therefore, in this study, it is expected that these consequences would follow.

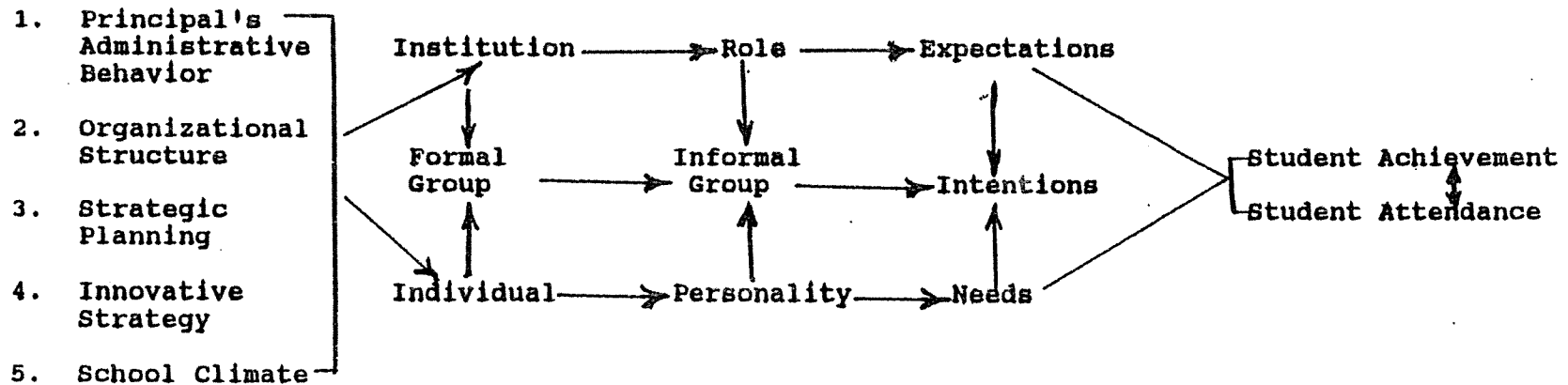
As teachers perceive themselves as actively involved in the decision making and the principal uses strategic planning techniques that permit choices from among alternatives, (Persuad's ACT - Alternative Choice Technique, 1987), then such teachers will have high expectations for themselves, their students and the school as a whole. The principal will see himself as a human relations administrator rather than bureaucratic.

These variables can be related in the social system model of Getzels and Guba (1957). In every system the leader is in charge of the organizational framework, social group, and individuals (Figure 3.2). The system has roles and expectations of role performance. The individual has personality which expresses itself in needs differences. Individuals also form groups which express themselves in climate intentions. In combination, they impact on the goal behavior. The theory of this study is that if the principal as a leader involves parents and teachers in the committees, the system will be less bureaucratic and the climate will be open rather than closed. Thus, teachers will respond to roles

Figure 3.2

Leadership Interpersonal Skills -- through administrative behavior, organizational structure, strategic planning, innovative strategy and school climate in the organization by defined roles and expectations to improve student achievement and attendance.

BOUNDARY - SCHOOL BUILDING



Structural elements (Social System Model) principal recognizing individual, personality, and needs of the teachers to improve student achievement and attendance.

Figure 3.2: Application of variables to Getzels and Guba's Social System Model.

rather than rules which will increase job satisfaction, student achievement and attendance.

In other words, if the principal recognizes teachers needs and personalities through his administrative behavior, then teachers will be more likely to perform their roles and help students to learn more and stay in school. In this type of open climate teachers are likely to obtain a sense of accomplishment and feel more comfortable. Ansari (1991) examined the relationship between participative styles and the measures of organizational productivity and suggests that participative leadership is more closely related to job satisfaction and group cohesiveness than productivity.

Hypotheses

From the above discussion, the following null hypotheses are suggested, and were tested.

1. There is no significant relationship between principal's administrative behavior and student achievement.
2. There is no significant relationship between principal's strategic planning and student achievement.
3. There is no significant relationship between organizational structure and student achievement.
4. There is no significant relationship between innovative strategy and student achievement.
5. There is no significant relationship between school climate and student achievement.

6. There is no significant relationship between principal's administrative behavior and student attendance.
7. There is no significant relationship between principal's strategic planning and student attendance.
8. There is no significant relationship between organizational structure and student attendance.
9. There is no significant relationship between innovative strategy and student attendance.
10. There is no significant relationship between school climate and student attendance.
11. In a regression analysis of the data, student attendance, principal's administrative behavior, principal's strategic planning, organizational structure, innovative strategy, school climate, sex, years in school, teaching experience, educational level teaching, free lunch (SES) and grade level will not have a significant impact on student achievement.
12. In a regression analysis of the data, student achievement, principal's administrative behavior, principal's strategic planning, organizational structure, innovative strategy, school climate, sex, years in school, teaching experience, educational level, free lunch (SES) and grade level teaching, will not have a significant impact on student attendance.

Summary

Chapter III presented the theoretical framework, focus of the study, dependent and independent variables, definitions of the variables, proposed relationships among variables, and the null hypothesis of the study. Chapter IV will present the research design and methodology.

CHAPTER IV

RESEARCH DESIGN AND METHODOLOGY

The study examined the extent to which principal's administrative behavior, strategic planning, organizational structure, innovative strategy and school climate are related to student achievement and attendance. It also examined whether teachers selected demographic variables had any impact on student achievement and attendance. The research design for the study was a survey method. Five schools in Dekalb Public Schools were selected for the study. The schools were selected based not on random sampling, but on observed variation of low and high school achievement on the Iowa Test of Basic Skills (ITBS) and the Georgia Criterion Referenced Tests (GCRT) scores for the years 1989-1990. Two hundred and twenty-five (225) teachers were administered the survey questionnaire; 190 responded to the questionnaire; and 150 responses were randomly selected and used for data analysis. (See Table 4.1.) Teachers in each school were randomly selected in order to give each teacher an equal opportunity of being selected. First, 45 questionnaires were taken to each school and distributed in teachers' mail boxes. After receiving the responded questionnaires, they were all numbered and put in a bag and 30 were randomly drawn from the bag in each school, totaling to sample populations of 150 for the

Table 4.1

N = 150

Total teacher population for each of the five schools selected to participate in the survey; total questionnaires distributed, questionnaires responded and total used for data analysis.

Schools in Rank Order of ITBS	No. of Teachers	No. of Questionnaires Distributed	Questionnaires Used for Data Analysis
1	30	45	30
2	30	45	30
3	30	45	30
4	30	45	30
5	30	45	30
	150	225	150

Selected schools were coded (1 - 5) based on the GCRT and ITBS scores for years 1989-1990; 1 = low achievement; 5 = high achievement school.

five schools. School social economic status (SES) was measured by the number of students receiving free or reduced lunch program in each school. Student attendance was measured by the school average daily attendance for the years 1989-1990.

Validity and Reliability of the Instrument

The validity and reliability of the instrument were analyzed using items from scales which have statistical or face validity. In addition, an item to scale correlation was carried out for each of the variables. The variables are enumerated as statements in the questionnaire instrument. To enhance the validity and reliability of the instrument, items with a correlation coefficient of less than $r = .30$ were omitted from the scale. It should be observed that the item to scale correlation coefficients for administrative behavior, innovative strategy, and school climate were all above .30, while on the strategic planning, one item was omitted and on the organizational structure three items were omitted.

Statistical Analysis

The following statistical analyses were completed from the data collected.

1. Analysis of variance between five schools for six variables. (See Table 5.1.)
2. Correlation and regression analysis were conducted to test the hypothesis. (See Table 5.2.)

3. Factor analysis for all variables were conducted. (See Table 5.)
4. An item to scale correlation to test instrument validity and reliability was conducted. (See Appendix A for all variables item to scale correlations.)

Assumptions and Limitations

1. The findings of this study were limited to the schools used for the study. The sample consisted of five elementary schools.
2. The findings were limited to the variables as defined in the study.
3. The findings were limited to Dekalb predominantly black principals.
4. The schools for the study were randomly selected on the basis of observed variation of low and high school achievement on the Iowa Test of Basic Skills (ITBS), and the Georgia Criterion Referenced Tests scores for the years 1989-1990.

Summary

Chapter IV presented the research design and methodology which includes instrument, item to scale correlation variables, validity and reliability of instrument, statistical analysis, assumptions and limitations. Chapter V will present the data analysis.

Chapter V

DATA ANALYSIS

The data analysis is presented in four sections:

- I. Presentation of the data to show variation mean scores of variables by student achievement and attendance.
 - II. Statistical data in response to each hypothesis.
 - III. An analysis of data in relation to each hypothesis proposed in the study.
 - IV. The results of factor analysis of all variables.
- I. Presentation of Data to Show Mean Scores of Variables by Rank Order of School Achievement (ITBS) and Attendance

The mean scores of variables: administrative behavior, organizational structure, strategic planning, innovative strategy, and school climate by student achievement (ITBS), and attendance are presented in Table 5.1. Schools were divided into low achieving schools = coded 1,2 and high achieving schools = coded 3,4,5. These numbers gave the rank order of the schools by descending order of magnitude. In the Table 5.1, schools (A and B) had the highest mean climate scores 65.7333 and 67.6207, respectively.

The table also indicates that the highest achieving schools had the highest mean administrative behavior, and organizational structure scores, except for school B. Further, it indicates that schools with the highest attendance had higher mean administrative behavior and

organizational structure. It revealed that administrative behavior, organizational structure, and school climate show variation in the mean scores, whereas strategic planning and innovative strategy did not show variation in the mean scores.

Subsequently, correlational analyses were conducted to test whether or not the variation in the scores of the independent variables were related to attendance and achievement.

II. Presentation of Results Related to Hypothesis

1. Hypothesis 1 states that "There is no significant relationship between principal's administrative behavior and student achievement. The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table principal's administrative behavior correlates $r = .00002$ with student achievement (ITBS). This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.
2. Hypothesis 2 states that "There is no significant relationship between strategic planning and student achievement." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table strategic

Table 5.1

Analysis of Variance (ANOVA) showing mean scores variation among variables; administrative behavior, organizational structure, strategic planning, innovative strategy, and school climate by achievement (ITBS) and attendance.

Schools	Rank Order By ITBS	Rank Order By ATTEND	Number Of Teachers	ADBEHAVE Mean Scores	ORGSTRUC Mean Scores	STRPLAN Mean Scores	INNOVATE Mean Scores	SCHLIME Mean Scores
A	1	1	30	29.9667	45.8333	35.3667	36.8333	65.7333
B	3	2	30	29.5667	49.4000	34.9667	34.9667	61.1000
C	2	3	30	33.2759	51.1034	38.3448	38.3448	67.6207
D	5	4	30	30.5667	47.6333	35.6667	35.6667	64.2667
E	4	5	30	31.6452	51.9677	36.6774	36.6774	60.4839
			150	F.Ratio=2.5844 F.Prob=.0000	F.Ratio=8.1811 F.Prob=.0000	F.Ratio=1.5468 F.Prob=.1918	F.Ratio=1.5548 F.Prob=.1896	F.Ratio=3.9785 F.Prob=.0043

ADBEHAVE = Principal's Administrative Behavior
 STRPLAN = Strategic Planning
 FRELUNCH = Free Lunch Program
 ORGSTRUC = Organizational Structure
 INNOVATE = Innovative Strategy
 SCHCLIME = School Climate

ATTEND = Attendance
 EDUCLEV1 = Educational Level
 ITBS = Iowa Tests of Basic Skills

planning correlates $r = -.02091$ with student achievement (ITBS). This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.

3. Hypothesis 3 states that "There is no significant relationship between principal's organizational structure and student achievement." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table principal's organizational structure correlates $r = .13704$ with student achievement (ITBS). This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.
4. Hypothesis 4 states that "There is no significant relationship between innovative strategy and student achievement." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table innovative strategy correlates $r = -.08369$ with student achievement (ITBS). This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.

Table 5.2
CORRELATION MATRIX
N = 150

	<u>ADBEHAVE</u>	<u>STRPLAN</u>	<u>ORGSTRUC</u>	<u>INNOVATE</u>	<u>SCHLIME</u>	<u>SEX</u>	<u>YRSCHOOL</u>
ADBEHAV	1.00000						
STRPLAN	.74024	1.00000					
ORGSTRUC	.47804	.46758	1.00000				
INNOVAT	.72894	.66584	.47062	1.00000			
SCHCLIME	.56461	.48229	.24554	.60263	1.00000		
SEX	.15169	.10375	.14969	.14394	.18461	1.00000	
YRSCHOOL	-.08825	-.08522	.04834	-.02773	-.02718	-.18547	1.00000
TEACHEXP	-.03765	.04635	.13311	.11094	-.06716	-.07535	.43379
EDUCLEVL	-.01366	-.01897	.06075	-.03173	.07195	.01637	.32383
GRADELEV	-.02604	.00454	.02144	-.11554	-.16798	.04984	.04732
FRELUNCH	.05517	-.09805	.29166	-.02352	-.09136	-.02896	.08744
ATTEND	.12058	.07705	.28672	.01003	-.12314	.11586	-.20745
ITBS	.00002	-.02091	.13704	-.08866	-.14751	.12303	-.19902

Correlation Critical Value = $r = .159$; $p, .05$; DF $N-2$

ADBEHAVE = Principal's Administrative Behavior
 STRPLAN = Strategic Planning
 ORGSTRUC = Organizational Structure
 INNOVATE = Innovative Strategy
 Referenced Skills Tests
 SCHCLIME = School Climate
 SEX = Male or Female
 YRSCHOOL = Years in School
 TEACHEXP = Years of Teaching Experience
 EDUCLEVL = Educational Level
 FRELUNCH (SES) = Low (SES) = High Free Lunch

ATTEND = Attendance
 GRADELEV = Grade Level Teaching
 ITBS = Iowa Tests of Basic Skills
 GCRT = Georgia Criterion

Table 5,2

CORRELATION MATRIX
N = 150

	<u>TEACHEXP</u>	<u>EDUCLEV</u>	<u>GRADELEV</u>	<u>FRELUNCH</u> (SES)	<u>ATTEND</u>	<u>ITBS</u>
TEACHEXP	1.00000					
EDUCLEV	.47868	1.00000				
GRADELEV	.24593	.22372	1.00000			
FRELUNCH	.02937	.11659	.01136	1.00000		
ATTEND	-.23732	-.09765	.05213	.10597	1.00000	
ITBS	-.17754	-.07012	.00269	.11187	.80394	1.00000

Correlation Critical Value = $r = .159$; $p, .05$; DF N-2

ADBEHAVE = Principal's Administrative Behavior	ATTEND = Attendance
STRPLAN = Strategic Planning	GRADELEV = Grade Level Teaching
ORGSTRUC = Organizational Structure	ITBS = Iowa Tests of Basic Skills
INNOVATE = Innovative Strategy	GCRT = Georgia Criterion
Referenced Skills Tests	
SCHCLIME = School Climate	
SEX = Male or Female	
YRSCHOOL = Years in School	
TEACHEXP = Years of Teaching Experience	
EDUCLEV = Educational Level	
FRELUNCH (SES) = Low (SES) = High Free Lunch	

(Continuation from previous page)

5. Hypothesis 5 states that "There is no significant relationship between school climate and student achievement." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table school climate correlates $r = -.14751$ with student achievement (ITBS). This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.
6. Hypothesis 6 states that "There is no significant relationship between principal's administrative behavior and student attendance." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table principal's administrative behavior correlates $r = .12058$ with student attendance (ITBS). This value is less than the critical value $r = .156$ at .05 level of significance. Hence, the null hypothesis is accepted.
7. Hypothesis 7 states that "There is no significant relationship between principal's strategic planning and student attendance." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table principal's strategic planning correlates $r = .07705$ with attendance. This value is less than

the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.

8. Hypothesis 8 states that "There is no significant relationship between organizational structure and student attendance." The data respecting this hypothesis are stated in the correlation matrix (Table 5.2). In this table principal's organizational structure correlates $r = .28672$ with attendance. This value is greater than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is rejected, indicating there is a significant relationship between organizational structure and attendance.
9. Hypothesis 9 states that "There is no significant relationship between innovative strategy and student attendance." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table innovative strategy correlates $r = .01003$ with attendance. This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.
10. Hypothesis 10 states that "There is no significant relationship between school climate and student

attendance." The data with respect to this hypothesis are stated in the correlation matrix (Table 5.2). In this table school climate correlates $r = .12314$ with attendance. This value is less than the critical value $r = .159$ at .05 level of significance. Hence, the null hypothesis is accepted.

11. Hypothesis 11 states that "In a regression analysis of the data, student achievement, principal's administrative behavior, principal's strategic planning, organizational structure, innovative strategy, school climate, sex, years in school, teaching experience, educational level, teaching, grade level and free lunch (SES) will not have a significant impact on student attendance." The data with respect to this hypothesis are stated in Table 5.3. In this table, student achievement (ITBS), organizational structure and teaching experience are in the equation predicting student attendance. The other variables are not in the equation and are not predicting student attendance. This indicates that the null hypothesis is rejected for the variables outside the equation, as there is a

Table 5.3

Regression analysis using student attendance as dependent variable against the independent variables student achievement, principal's administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate as well as selected teacher demographic variables.

Multiple R .83313 Adjusted R Square .68782
R Square .69410 Standard Error .79805

F = 110.42734 Significant = .0000 Dependent Variable: Student Attendance

<u>Variables in the Equation</u>					
<u>Variable</u>	<u>B</u>	<u>SE B</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
ITBS	.748468	.046855	.753279	15.974	.0000
ORGSTRUC	.054596	.012729	.200837	4.289	.0000
TEACHEXP	-.165117	.059719	-.130313	-2.765	.0064
(Constant)	-1.530507	.622436		-2.459	.0151
<u>Variables Not in the Equation</u>					
<u>Variable</u>					
ADBEHAVE	.026112	.040976	.720873	.494	.6222
STRPLAN	.006387	.010152	.740281	.122	.9029
INNOVATE	-.004294	-.006742	.733433	-.081	.9354
SCHCLIME	-.079048	-.134580	.874201	-1.635	.1041
SEX	-.017376	-.030796	.934990	-.371	.7112
YRSCHOOL	-.013456	-.021711	.786871	-.261	.7941
EDUCLEV	.006932	.011003	.734164	.133	.8948
GRADELEV	.083089	.145415	.884128	1.770	.0789
FRELUNCH	-.036336	-.062659	.882527	-.756	.4509

ADBEHAVE = Principal's Administrative Behavior ATTEND = Attendance
STRPLAN = Strategic Planning GRADELEV = Grade Level Teaching
ORGSTRUC = Organizational Structure ITBS = Iowa Tests of Basic Skills Tests
INNOVATE = Innovative Strategy
SCHCLIME = School Climate
SEX = Male or Female
YRSCHOOL = Years of School
TEACHEXP = Years of Teaching Experience
EDUCLEV = Educational Level
FRELUNCH(SSES) = Low (SES) = high free lunch
GCRT = Georgia Criterion Referenced Skills Tests

relationship between student attendance, student achievement (ITBS), organizational structure and teaching experience. The order of prediction among the variables are student achievement (ITBS), Beta = .753279 is significant at .0000; organizational structure, Beta = .200837 is significant at .0000; and teaching experience, Beta = -.130313 is significant at .0064. These three variables account for an overall adjusted variance of .68782. The negative relation in teaching experience indicates that the higher the attendance the lower the experience of the teachers.

12. Hypothesis 12 states that "In a regression analysis of the data, student attendance, principal's administrative behavior, principal's strategic planning, organizational structure, innovative strategy, school climate, sex, years in school, teaching experience, educational level, grade level and less free lunch (SES) will not have impact on student achievement." The data with respect to this hypothesis are stated in Table 5.4. In this table, student attendance, and principal's administrative behavior are in the equation indicating relationships with student achievement (ITBS). The other variables are not in the

Table 5.4

Regression analysis using student achievement as dependent variable against the independent variables student achievement, principal's administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate as well as selected teacher demographic variables.

Multiple R .80985 Adjusted R Square .65117
R Square .65585 Standard Error .84901

F = 140.07222 Significant F = .0000 Dependent Variable: Student Achievement (ITBS)

Variables in the Equation					
<u>Variable</u>	<u>B</u>	<u>SE B</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
ATTEND	.821044	.049054	.815801	16.738	.0000
ADBEHAVE	-1.027489	.013620	-.098372	-2.018	.0454
(Constant)	1.404561	.435663		3.224	.0016

Variables Not in the Equation					
<u>Variable</u>					
STRPLAN	-.024231	-.027767	.447988	-.336	.7376
ORGSTRUC	-.069393	-.100249	.716229	-1.217	.2254
INNOVATE	-.054363	-.063021	.455819	-.763	.4467
SCHCLIME	.013181	.018032	.644105	.218	.8278
SEX	.044901	.075279	.966235	.912	.3632
YRSCHOOL	-.040362	-.067162	.946420	-.813	.4173
TEACHEXP	.013097	.021687	.931196	.262	.7936
EDUCLEVL	.008285	.014055	.976241	.170	.8654
GRADELEV	-.042562	-.072415	.982402	-.877	.3818
FRELUNCH	.031258	-.52934	.975566	.641	.5229

ADBEHAVE = Principal's Administrative Behavior ATTEND = Attendance
STRPLAN = Strategic Planning GRADELEV = Grade Level Teaching
ORGSTRUC = Organizational Structure ITBS = Iowa Tests of Basic Skills Tests
INNOVATE = Innovative Strategy GCRT = Georgia Criterion Referenced Skills Tests
SCHCLIME = School Climate
SEX = Male or Female
YRSCHOOL = Years of School
TEACHEXP = Years of Teaching Experience
EDUCLEVL = Educational Level
FRELUNCH(SSES) = Low (SES) = Higher Free Lunch Program

equation and are not predicting student achievement. This indicates that the null hypothesis is rejected for variables outside the equation, as there is a relationship between student achievement (ITBS), attendance, and principal's administrative behavior. The order of prediction among the variables are student attendance, Beta = .815801 is significant at .0000; and principal's administrative behavior, Beta = -.098372 is significant at .0454. These two variables account for an overall adjusted variance of .65117.

III. Analysis of Hypothesis in Relationship to Data

In testing the hypothesis, the researcher compared the relationship between each independent variable and the corresponding dependent variable in the correlation matrix. In the regression analysis, the two dependent variables were analyzed in separate regression equations. Therefore, there was a need to know what would happen when these two dependent variables were interacting simultaneously with the other independent variables. The appropriate statistics to determine this outcome is a factor analysis.

IV. Factor Analysis of All Variables

The purpose of the factor analysis is to show the various communalities of all the variables. The

variables with the highest relationships are often placed in the first factor. The variables with the next highest relationships are placed in the second factor. The variables with the third highest relationships were placed in the third factor, and the variables with the least relationships were placed in the fourth factor. Each factor is a commune of variables, with the strongest commune in factor I and decreasing in strength in II, III and IV. In this study, there were two dependent variables, student attendance and achievement. These variables had correlated in the regression analysis (Tables 5.3 and 5.4). The question to be answered by the results of factor analysis was: Would student attendance and student achievement be placed in the same factor?

The results of the factor analysis are shown in Table 5.5. In this table, principal's administrative behavior, innovative strategy, strategic planning, school climate, and organizational strategy are placed in Factor I, with factor loadings ranging from (.63213 - .88303). These variables formed one commune in Factor I, and had greater bonding among themselves than with student attendance and achievement.

Student achievement (ITBS), and attendance are placed in factor II, with factor loadings (.87379 - .90460). These variables formed one commune in Factor II

Table 5.5
FACTOR ANALYSIS

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
ADBEHAVE	.88303	.07387	-.04045	-.05488
INNOVATE	.88018	-.07522	-.01150	-.03773
STRPLAN	.84292	.06190	.00666	.00620
SCHCLIME	.73068	-.24225	-.08730	-.17797
ORGSTRUC	.63213	.38147	.18581	.24584
ATTEND	.04358	.90460	-.11840	-.03704
ITBS	-.07764	.87379	-.10663	-.04621
TEACHEXP	.05329	-.18356	.79064	.13599
EDUCLEVL	.01631	-.03659	.76235	.02173
GRADELEV	-.11618	.17922	.58974	-.35552
YRSCHOOL	-.04114	-.24871	.53317	.45074
SEX	.21104	.21762	.07680	-.62026
FRELUNCH	.09762	.33378	.12959	.61967

ADBEHAVE = Principal's Administrative Behavior
 STRPLAN = Strategic Planning
 GRADELEV = Grade Level Teaching
 ORGSTRUC = Organizational Structure
 INNOVATE = Innovative Strategy
 SCHCLIME = School Climate
 SEX = Male or Female
 YRSCHOOL = Years of School
 TEACHEXP = Years of Teaching Experience
 EDUCLEVL = Educational Level
 FRELUNCH = Free Lunch Program
 ATTEND = Attendance
 ITBS = Iowa Tests of Basic Skills Tests
 GCRT = Georgia Criterion Referenced Skills Tests

and tended to have greater impact between themselves when interacting together simultaneously than with the other variables.

Teaching experience, educational level, grade level, teaching and years in school are placed in Factor III with factor loadings of (.53317 - .79064). These variables formed one commune in Factor III, and had greater impact among themselves than student attendance and achievement.

Sex and free lunch (SES) are placed in factor IV with factor loadings (.61967 - .62026). These variables formed one commune in Factor IV, and tended to have greater impact among themselves than student attendance and achievement.

Summary

Chapter V presented the data analysis which includes presentation of data to show variations in mean scores of variables by school achievement, presentation of results related to hypothesis, analysis of hypothesis in relation to data, and factor analysis of the study. Chapter VI will present the summary, conclusions, recommendations, and the appendices.

Chapter VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study examined the extent to which principal's administrative behavior, strategic planning, organizational structure, innovative strategy, and school climate are related to student achievement, and attendance when controlling for selected demographic variables. The theory proposed in this study was that if the principal in his vision in running the school has an open administrative behavior and allowed teachers to participate in the strategic planning and organization of the school, then innovative strategy and positive school climate would probably result, thereby impacting student achievement and attendance positively. The selected demographic variables would not have any impact on student achievement and attendance.

In the literature review, the following related studies were reviewed: Herrick (1956) examined principal's behavior and his findings revealed that the principal, as a leader, is the one who sees that all affairs and functions of the school are managed efficiently. In addition, an effective principal is expected to provide an instructional leadership for school achievement.

Maw (1983) examined intervention strategies used to improve student attendance in 12 California high schools. The

findings of the study suggested school climate to be significantly related to student attendance. Further, the study suggested teachers' participation in the school organization and in policy development to be important factors for student attendance. In discussing the theory of innovative strategy, Coffey (1975) suggested that, the general problem of school innovation is the development of those conditions in which institutional goals and means can be reassessed for the purpose not only of adapting to change going on within the organization, but also assuming responsibility for exerting influence on the various alternatives of change which may be open to the society. Soder (1986) examined strategic planning and factors that influence its implementation and development. The findings of the study concluded that strategic planning should be approached and developed on a holistic basis and should include a staff development.

The study methodology was a survey of five elementary schools in Dekalb Public School System. In this study, about 225 teachers participated. A total of 190 teachers responded to the questionnaire instrument; and 150 teachers' responses were randomly selected and analyzed in the study. The schools were coded (1-5) in order of school achievement based on the Iowa Test of Basic Skills (ITBS) for the years 1989-1990; a free lunch program was used to determine low and upper income schools, and average daily attendance record for the years

(1985-1990) was used to determine low and high attendance among schools.

When Pearson Product Moment Correlation was used to test the hypotheses, the following results were obtained:

1. There was no significant relationship between principal's administrative behavior and student achievement.
2. There was no significant relationship between principal's strategic planning and student achievement.
3. There was no significant relationship between organizational structure and student achievement.
4. There was no significant relationship between innovative strategy and student achievement.
5. There was no significant relationship between school climate and student achievement.
6. There was no significant relationship between administrative behavior and student attendance.
7. There was no significant relationship between principal's strategic planning and student attendance.
8. There was a significant relationship between organizational structure and student attendance.
9. There was no significant relationship between innovative strategy and student attendance.
10. There was no significant relationship between school climate and student attendance.

11. In a regression analysis of the data, using student achievement as the dependent variable, student attendance (Beta weight = .815801) and administrative behavior (Beta weight = -.098372) were placed inside the equation and made significant contributions to student achievement. However, strategic planning, organizational structure, innovative strategy, school climate and the demographic variables did not make any contributions to student achievement and were placed outside of the equation.
12. In a regression analysis of the data, using student attendance as the dependent variable, student achievement (ITBS: Beta weight = .753279), organizational structure (Beta weight = .200837), and teaching experience (Beta weight = -.130313) were placed inside the equation and made significant contributions to student attendance. However, administrative behavior, strategic planning, innovative strategy, school climate and the demographic variables did not have any significant contributions to student attendance and were placed outside of the equation.
13. In a factor analysis of the data, student attendance and achievement (ITBS) are placed in the same factor indicating a stronger relationship between themselves than with other variables.

Conclusions

In a regression analysis of the data, student attendance was significantly related to student achievement (ITBS), (Beta weight = .753279), organizational structure (Beta weight = .200837), and teaching experience (Beta weight = -.130313), but not significantly related to administrative behavior, strategic planning, innovative strategy, school climate, and the selected teacher demographic variables. Further, the findings indicated that student achievement is predicted by attendance (Beta weight = .815801), and administrative behavior (Beta weight = -.098372). However, organizational structure, innovative strategy, school climate, and the selected demographic variables were not significantly related to student achievement.

In the factor analysis of the data, administrative behavior, innovative strategy, strategic planning, school climate, and organizational structure were placed in factor I. These variables formed a stronger bonding among themselves than with achievement and attendance. Student attendance and achievement were placed in factor II, indicating that they formed stronger bonding between themselves than with the other variables. These results seem logical showing that students who have a sense of achievement tend to have a greater desire to attend school, while students who have a sense of failure in achievement tend to have less desire to attend school. Therefore, to increase or improve attendance, administrators

and teachers should attempt to encourage student learning and success in school by the use of innovative teaching and positive encouragement of students. The equation is also interactive. Hence, as students increase their attendance, they tend to absorb more of the lessons and tend to improve their achievement.

The reasons why administrative behavior, innovative strategy, strategic planning, school climate, and organization structure were placed in factor I, and independent of student attendance and achievement (ITBS) in factor II is probably because of the fact that school administrators, principals, and teachers have learned (from staff development programs, workshops, and seminars granted by the QBE Act) that these are desirable practices. Hence, they rated these attributes highly in all schools and the differences were not systematic.

Recommendations

1. It is recommended for future research that Teacher Opinion Description Questionnaire (TODQ) instrument be reconstructed and more items be included to give better results.
2. Expand the sample to include a larger number of schools in differing socio-economic school districts in order to examine more specifically socio-economic effect on student attendance and achievement.
3. Replicate this study using experimental design over time with a control group and non-control group to determine

if student attendance and achievement are influenced by the variables of principal's administrative behavior, strategic planning, organizational structure, innovative strategy, school climate, and the selected demographic variables.

4. As indicated on the factor analysis, principal's administrative behavior, strategic planning, innovative strategy, organizational structure, and school climate are placed in the same factor; it is, therefore, recommended that principals be encouraged to adapt the following administrative skills:

- (a) Create an environment whereby the climate is open and more humanistic which makes teachers and students more accepted within the system, therefore, providing positive attitudes and performance.
- (b) Involve teachers, parents and students in the school organization and curriculum planning, allowing suggestions and decision making methods.
- (c) Involve staff in strategic planning through collaboration in goal setting and using alternative choice techniques in choosing the most effective method/strategy to counteract the causes of problems.

5. It is recommended, based on the findings of this study, that principals should use the results of evaluation for revising and solving problems.
6. It is recommended that the school should use its organizational structure and leadership behavior to plan effectively toward improving student achievement and attendance.

APPENDICES

Appendix A

Item to Scale Correlation Coefficients for Perception Variables: **Principal's Administrative Behavior; Strategic Planning, Organizational Structure, Innovative Strategy, and School Climate**

I. <u>Items</u>		<u>Variables</u>
		Principal's Administrative Behavior
The principal		
1.	helps you to clarify your feelings about an issue.	.6889
2.	blames you when something goes wrong.	.4328
3.	finds solutions that are acceptable when there is a difference in opinion.	.7394
4.	understands your side in an issue/problem	.7034
5.	goes along with your solution to a problem when there is a difference in opinion.	.6227
6.	uses praise and encouragement to arouse teachers' need to work.	.7759
7.	shows you the easy way to comply with rules that higher authorities enforce.	.6914
8.	accepts the suggestions of others.	.7513
II. <u>Items</u>		Strategic Planning
9.	develop strategy for teaching and curriculum improvement.	.5305
10.	make their own decisions.	.5401
11.	be free in implementing and evaluating their own decisions.	.6012
12.	develop an overall strategy to determine why we are failing to meet our goals and what to do to correct the situation.	.7065
13.	identify the causes of the problems.	.7012
14.	prioritize causes of problems.	.7264
15.	choose the most effective method/strategy to counteract the causes of problems.	.7919
16.	generate alternative strategies for solving problems before making choices.	.7706

- | | |
|--|--------|
| 17. choose the most attainable strategies from among alternatives. | .7403 |
| 18. use the results of evaluation for revising decisions. | .2604* |

III. Items**Organizational Structure**

- | | |
|--|--------|
| 19. is the main source of all ideas. | .5818 |
| 20. allows grade level committees to make their own decisions. | .4943 |
| 21. allows a strategic planning committee to make their own decisions. | .4527 |
| 22. allows 4-H, human relations, math, reading and all committees an open opportunity to make their own decisions. | .4351 |
| 23. asks and receives feedback from all committees. | .2570* |
| 24. is constantly emphasizing the enforcement of rules and standards. | .3473 |
| 25. encourages committees to plan effectively. | .1683* |
| 26. enforces rigid rules to obtain compliance from teachers. | .3594 |
| 27. is strict with teachers. | .4624 |
| 28. is strict with students. | .3955 |
| 29. promotes parents' participation at the classroom level. | .3953 |
| 30. motivates teachers to encourage students to learn. | .2881* |
| 31. allows teachers to enter his/her office freely, even when he/she is busy at work. | .5900 |
| 32. allows the Lead Teacher for Student Services (LTSS) the freedom to make and implement decisions. | .5883 |
| 33. allows the Instructional Lead Teacher (ILT) the freedom to make and implement decisions. | .6145 |

IV. Items**Innovative Strategy**

- | | |
|--|-------|
| 34. promotes new strategies for school improvement. | .6145 |
| 35. encourages faculty development. | .6869 |
| 36. encourages the use of staff and student journals for professional interaction. | .6451 |

37. shares new ideas about teaching with staff members he/she has read or come across.	.6683
38. readily accepts teachers' ideas and programs.	.7792
39. facilitates teachers' creativity.	.7273
40. facilitates students' creativity.	.6439
41. encourages teachers to do more creative teaching than maintain strong/tight discipline.	.6487
42. encourages teachers to exhibit students' work.	.5760

V. Items

School Climate

43. The principal represents the school.	.5804
44. The teachers represent the school.	.7024
45. Teachers are integrated into their work in school.	.6558
46. Student work is displayed by teachers.	.4988
47. The teachers show high expectations for students.	.6300
48. Teachers show high expectations for themselves.	.6903
49. Teachers spend extra time to help students.	.5655
50. The principal shows high expectations for students.	.4714
51. Most parents work with teachers.	.5594
52. Student performance has improved.	.6639
53. Teachers work cooperatively with one another.	.7038
54. Students show positive feelings toward the school.	.6437
55. Teachers show positive feelings toward the school.	.7301
56. Student attendance has increased significantly.	.5378
57. Teachers are interested in regular attendance.	.6802
58. The school is well kept and conducive to student learning.	.5804

Appendix B
QUESTIONNAIRE

Instruction: Please circle one response to each statement using the following scale:

Key: 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very Often

I. The principal in his/her administrative behavior:

- | | | | | | |
|--|---|---|---|---|---|
| 1. helps you to clarify your feelings about an issue. | 1 | 2 | 3 | 4 | 5 |
| 2. blames you when something goes wrong. | 1 | 2 | 3 | 4 | 5 |
| 3. finds solutions that are acceptable when there is a difference in opinion. | 1 | 2 | 3 | 4 | 5 |
| 4. understands your side in an issue/problem. | 1 | 2 | 3 | 4 | 5 |
| 5. goes along with your solution to a problem when there is a difference in opinion. | 1 | 2 | 3 | 4 | 5 |
| 6. uses praise and encouragement to arouse teachers need to work. | 1 | 2 | 3 | 4 | 5 |
| 7. shows you the easy way to comply with rules that higher authorities enforce. | 1 | 2 | 3 | 4 | 5 |
| 8. accepts the suggestions of others. | 1 | 2 | 3 | 4 | 5 |

II. The principal, in strategic planning, curriculum making, wants teachers to:

- | | | | | | |
|--|---|---|---|---|---|
| 9. develop strategy for teaching and curriculum improvement. | 1 | 2 | 3 | 4 | 5 |
| 10. make their own decisions. | 1 | 2 | 3 | 4 | 5 |
| 11. be free in implementing and evaluating their own decisions. | 1 | 2 | 3 | 4 | 5 |
| 12. develop an overall strategy to determine why we are failing to meet our goals and what to do to correct the situation. | 1 | 2 | 3 | 4 | 5 |
| 13. identify the causes of the problems. | 1 | 2 | 3 | 4 | 5 |
| 14. prioritize causes of problems. | 1 | 2 | 3 | 4 | 5 |
| 15. choose the most effective method/strategy to counteract the causes of problems. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 16. generate alternative strategies for solving problems before making choices. | 1 | 2 | 3 | 4 | 5 |
| 17. choose the most attainable strategies from among alternatives. | 1 | 2 | 3 | 4 | 5 |
| 18. use the results of evaluation for revising decisions. | 1 | 2 | 3 | 4 | 5 |

III. The principal, in his/her organizational structure:

- | | | | | | |
|--|---|---|---|---|---|
| 19. is the main source of all ideas. | 1 | 2 | 3 | 4 | 5 |
| 20. allows grade level committees to make their own decisions. | 1 | 2 | 3 | 4 | 5 |
| 21. allows a strategic planning committee to make their own decisions. | 1 | 2 | 3 | 4 | 5 |
| 22. allows 4-H, human relations, math, reading and all committees an open opportunity to make their own decisions. | 1 | 2 | 3 | 4 | 5 |
| 23. asks and receives feedback from all committees. | 1 | 2 | 3 | 4 | 5 |
| 24. is constantly emphasizing the enforcement of rules and standards. | 1 | 2 | 3 | 4 | 5 |
| 25. encourages committees to plan effectively. | 1 | 2 | 3 | 4 | 5 |
| 26. enforces rigid rules to obtain compliance from teachers. | 1 | 2 | 3 | 4 | 5 |
| 27. is strict with teachers. | 1 | 2 | 3 | 4 | 5 |
| 28. is strict with students. | 1 | 2 | 3 | 4 | 5 |
| 29. promotes parents' participation at the classroom level. | 1 | 2 | 3 | 4 | 5 |
| 30. motivates teachers to encourage students to learn. | 1 | 2 | 3 | 4 | 5 |
| 31. allows teachers to enter his/her office freely, even when he/she is busy at work. | 1 | 2 | 3 | 4 | 5 |
| 32. allows the Lead Teacher for Student Services (LTSS) the freedom to make and implement decisions. | 1 | 2 | 3 | 4 | 5 |
| 33. allows the Instructional Lead Teacher (ILT) the freedom to make and implement decisions. | 1 | 2 | 3 | 4 | 5 |

IV. The principal, in his/her innovative strategy:

- | | | | | | |
|---|---|---|---|---|---|
| 34. promotes new strategies for school improvement. | 1 | 2 | 3 | 4 | 5 |
| 35. encourages faculty development. | 1 | 2 | 3 | 4 | 5 |
| 36. encourages the use of staff and student journals for professional interaction. | 1 | 2 | 3 | 4 | 5 |
| 37. shares new ideas about teaching he/she has read or comes across with staff members. | 1 | 2 | 3 | 4 | 5 |
| 38. readily accepts teachers' ideas and programs. | 1 | 2 | 3 | 4 | 5 |
| 39. facilitates teachers' creativity. | 1 | 2 | 3 | 4 | 5 |
| 40. facilitates students' creativity. | 1 | 2 | 3 | 4 | 5 |
| 41. encourages teachers to do more creative teaching than maintain strong/tight discipline. | 1 | 2 | 3 | 4 | 5 |
| 42. encourages teachers to exhibit students' work. | 1 | 2 | 3 | 4 | 5 |

V. With respect to school climate, I am proud of the way:

- | | | | | | |
|---|---|---|---|---|---|
| 43. the principal represents the school. | 1 | 2 | 3 | 4 | 5 |
| 44. the teachers represent the school. | 1 | 2 | 3 | 4 | 5 |
| 45. teachers are integrated into their work in school. | 1 | 2 | 3 | 4 | 5 |
| 46. student work is displayed by teachers. | 1 | 2 | 3 | 4 | 5 |
| 47. the teachers show high expectations for students. | 1 | 2 | 3 | 4 | 5 |
| 48. teachers show high expectations for themselves. | 1 | 2 | 3 | 4 | 5 |
| 49. teachers spend extra time to help students. | 1 | 2 | 3 | 4 | 5 |
| 50. the principal shows high expectations for students. | 1 | 2 | 3 | 4 | 5 |
| 51. most parents work with teachers. | 1 | 2 | 3 | 4 | 5 |
| 52. student performance has improved. | 1 | 2 | 3 | 4 | 5 |
| 53. teachers work cooperatively with one another. | 1 | 2 | 3 | 4 | 5 |
| 54. students show positive feelings toward the school. | 1 | 2 | 3 | 4 | 5 |
| 55. teachers show positive feelings toward the school. | 1 | 2 | 3 | 4 | 5 |

56. student attendance has increased significantly. 1 2 3 4 5
57. teachers are interested in regular attendance. 1 2 3 4 5
58. the school is well kept and conducive to student learning. 1 2 3 4 5

VI. Please complete the following demographic items by checking the appropriate space.

59. Sex: Male _____ Female _____
60. Number of years in this school: 1-2 _____ 3-5 _____ 6-8 _____ 9+ _____
61. Number of years of teaching experience: 1-2 _____ 3-5 _____ 6-8 _____ 9+ _____
62. Highest educational level: Bachelors _____ Masters _____ Ed.S. _____ Ed.D. _____
63. Grade level currently teaching: K-1 _____ 2-3 _____ 4-6 _____ 7-8 _____

BIBLIOGRAPHY

- Andrews, J. H. M. and Keeler, B. J. (1963). "The Leader Behavior of Principals, Staff Moral, and Productivity," Alberta Journal of Educational Research, 43, 50-54.
- Ansari, Mahfooz A. (1990). Managing People at Work; Leadership Styles and Influence Strategies. Sage Publising India Pvt. Ltd.
- Appleberry, J. and Hoy, K. (1970). "The Pupil Control Ideology of Professional Person in 'Open' and 'Closed' Elementary Schools," Educational Administration Quarterly, 5, 73-86.
- Agnew, Evelyn M. (1981). The Relationship Between Elementary School Climate and Student Achievement. (Doctoral Dissertation, University of San Francisco) Dissertation Abstract International, 432, 360-A.
- Alward, Nelson Fred (1986). A Preferred Interpersonal Leadership Style, Perceived by a Chief Board Officer as Compared to a Chief Executive Officer in Hospital Setting. (Doctoral Dissertation, Western Michigan University) Dissertation Abstracts International, 47, 1935-A.
- Appel, Joseph M. (1980). "Public Education's Time for Commitment," Thrust, 10, 40-42.
- Bacharach, S. (1982). "Organizational and Political Dimensions for Research on School Governance and Administration," Organizational Behavior in Schools and Districts. New York: Praeger.
- Bennett, S. R. (1986). The Relationships Between Administrative Leadership Styles and Teacher Personality Variables As a Predictor of Teaching Effectiveness (Doctoral Dissertation, West Virginia University) Dissertation Abstract International, 47, 1938-A.
- Brokowski, William W. (1979). A Comparison of Secondary School Student Performance in Attendance, Achievement and Related Variables Prior to and During A Restrictive and Punitive Administrative Control Policy for Attendance. (Doctoral Dissertation, The University of Connecticut) Dissertation Abstract International, 39, 7068-A.
- Brown, Alan F. (1967). "Research in Organizational Dynamics: Implication for School Administrators," Journal of Educational Administration Quarterly, 5, 30-50.

- Burt, Melvin Douglas (1986). The Relationship Between the Leadership Styles, the Leadership Competencies of Selected Postsecondary Vocational Technical School Directors. (Doctoral Dissertation, Georgia State University) Dissertation Abstract International, 47, 374-A.
- Calzini, Robert J. (1983). A Comparative Study of Leadership Behavior and School Climate of Selected Elementary Schools in the Department of Defense Dependent Schools in England (Doctoral Dissertation, Michigan State University) Dissertation Abstract International, 44, 2936-A.
- Coffey, A. (1975) Correctional Administration: The Management of Institutions, Probation and Parole. Englewood Cliffs: Prentice-Hall, Inc.
- Croft, Don B. and Halpin, Andrew W. (1963). The Organizational Climate of Schools. Chicago, IL: Midwest Administration Center.
- Cunningham, William (1982). Systematic Planning for Educational Change. Palo Alto, CA: Mayfield Publishing Co.
- Dublin, Robert (1961). Human Relations in Administration. Englewood Cliffs, NJ: Prentice-Hall.
- Edmonds, Ronald (1978). "Some Schools Work and More Can," Social Policy. March 25-28.
- Edward, M. Y. (1986). The Relationship Between Selected Principal Activities, Teacher Motivation, Student Motivation, and Student Achievement. (Doctoral Dissertation, New York University) Dissertation Abstract International, 47.
- Ersavas, Cheryle M. (1980). The Effect of Assertive Discipline on Selected Elementary Schools. (Doctoral Dissertation, United States International University) Dissertation Abstract International, 42, 473-A.
- Fayol, H. (1970). The Principals of Organizations," in Faber C. and Shearon, G., Elementary School Administration: Theory and Practice. New York: Holt, Rinehart and Winston, Inc.
- Fiedler, Fred (1967). A Theory of Leadership Effectiveness. New York: McGraw-Hill.
- Flanders, N.A. (1976). Interaction Analysis and Clinical Supervision. Journal of Research and Development in Education, 9, 46-60.

- Fosket, J. M. (1967). The Normative World of the Elementary School Principal. Eugene Oregon: Center for Advanced Study of Educational Administration.
- Fuchs, L. S., et al. (1986). "Effect of Mastery Learning Procedure on Student Achievement," The Journal of Educational Research. 79, (May/June): 18-20.
- Georgia Department of Education (1985). Georgia's Quality Basic Education Act. Atlanta, GA.
- Getzels, J. W. and Guba, E. H. (1957). "Social Behavior and the Administrative Process," School Review (July): 35-36.
- Hargrove, Yvonne B. (1986). The Leadership Styles of Adult Basic Education Supervisors in the State of Alabama. (Doctoral Dissertation, The University of Alabama) Dissertation Abstract International, 47, 1950-A.
- Hassan, Ahmed (1986). Leadership Styles of Physical Education Department Heads in Egypt. (Doctoral Dissertation, The University of Akron) Dissertation Abstract International, 47.
- Herrick, V. E. (1956). The Elementary School. Englewood Cliffs, NJ: Prentice-Hall.
- Hersey, Paul and Blanchard, Kenneth (1977). Management of Organizational Behavior. Englewood Cliffs, NJ: Prentice-Hall.
- Howell, Jane M. (1986). Charismatic Leadership: Effects of Leadership Style and Group Productivity on Individual Adjustment and Performance. (Doctoral Dissertation, The University of British Columbia Canada) Dissertation Abstract International, 48, 2387-A.
- Hoy, Wayne K. and Miskel, Cecil G. (2nd Ed.) (1982). Educational Administration Theory, Research and Practice. New York: Random House, Inc.
- Illich, Ivan (1972). Deschooling Society. New York: Harper and Row Publishers.
- Jones, Will S. (1982). The Comparative Relationship of Adequate and Inadequate Student Attendance to Grade Point Average. (Doctoral Dissertation: North Texas State University) Dissertation Abstract International, 40, 774-A.
- Katz, D. and Kahn, R. (1965). The Social Psychology of Organizations. New York: John Wiley.

- Kooiara, P. D. (1980). Aspects of Classroom Climate and Reading Achievement in a Compensatory Reading Program (Doctoral Dissertation, The University of Alabama) Dissertation Abstract International, 41, 3491-A.
- Lane, J. J. and Walberg, H. J. (1987). Effective School Leadership Policy and Process. Chicago: University of Chicago Press.
- Levin, Henry (1986). Addressing the Needs of the Disadvantaged. National Educational Association.
- Lewis, A. L. F. (1981) "Job Satisfaction, Decisional Discrepancy, Academic Social Climate, and Academic Achievement in Selected Title 1 Elementary Schools," (Doctoral Dissertation, Fordham University) Dissertation Abstract International, 43, 45-A.
- Likert, Rensis (1967). The Human Organization. New York: McGraw-Hill.
- Lippitt, Gordon L. (1982). Organization Renewal: A Holistic Approach to Organization Development. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Lovell, J. T. and Wiles, J. (1982) Supervision for Better Schools. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Madden, T. J. (1986). The Relationships Between Learning Style, Leadership Style and Leader Effectiveness. (Doctoral Dissertation, Loyola University of Chicago) Dissertation Abstract International, 47, 1955-A.
- Maslow, Abraham (1954). Motivation and Personality. New York: Harper and Row.
- Maw, Larry B. (1983). A Comparison of Intervention Strategies Used to Improve Attendance in Twelve California High Schools. (Doctoral Dissertation: Northern Arizona University) Dissertation Abstract International, 44, 1650-A.
- McIlvain, Steven (1986). Improving the Instructional Leadership of Elementary Principals Through In-Service Training. (Doctoral Dissertation, University of Kansas) Dissertation Abstracts International, 47, 1959-A.
- McMahon-Dumas, C. E. (1985). An Investigation of the Leadership Style and Effectiveness Dimension of Principals, and Their Relationship with Reading Gain Scores of Students in the Washington, D.C. Public High Schools. Dissertation Abstracts International, 42, 1959-A.

- McNamara, V. H. and Enns, F. (1966). "Directive Leadership and Staff Acceptance of Principal," Canadian Administrator, 6, 15-18.
- Merritt, B. R. (1987). Principal's Leadership Style and Social Climate. Dissertation Abstracts International, 47.
- Montileon, Dominic (1982). Factors Associated with Academic Failure in Urban Catholic Secondary Schools. (Doctoral Dissertation, Temple University) Dissertation Abstracts International, 47, 2988-A.
- Morphet, E. L., et al. (1982). Educational Organization and Administration: Concepts, Practices and Issues. Englewood Cliffs: Prentice-Hall, Inc.
- National Commission on Excellence in Education (1983). A National Risk: The Imperative for Educational Reform. Washington, D.C.: U.S. Printing Office.
- Nelson, David (1983). School Leadership and Reading Achievement. Eight Case Studies Presented at the Annual Meeting of the International Reading Association. 28th, Anaheim, CA.
- Newton, James E. (1976). "Whose Responsibility is the Curriculum?" The Clearing House. 50, 45-47.
- Otto, H. J. and Veldman, D. J. (1957). "Control Structure in Public Schools and the Decision and Influence Roles of Elementary School Principals and Teachers," Educational Administrative Quarterly. 45, 50-55.
- Persaud, Ganga (1988). Systematic Instructional Supervision Questionnaire. Clarkston, GA: Research and Evaluation, Dekalb County School System.
- Phillips, L. E., et al. (1962). Discipline Achievement and Mental Health. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Richey, Mitye J. (1983). A Study of Primary Teacher Planning Behavior for Reading Instruction. (Doctoral Dissertation: University of Pittsburgh) Dissertation Abstract International, 45, 479-A.
- Richard, H. A. (1987). A Study of the Relationship of School Climate, Managerial System, Pupil Control Ideology, and Student Academic Achievement in Selected Kentucky Secondary Schools. (A Doctoral Dissertation, University of Kentucky) Dissertation Abstracts International, 47.

- Smith, Etolia D. (1979). The Impact of Programmatic Mission Statements on an Institution in Long-Range Planning. (Doctoral Dissertation: Wayne State University) Dissertation Abstract International, 40, 1915-A.
- Soder, Neil E. (1986). Strategic Planning and Factors That Influence Its Implementation and Development: Comparative Case Studies in Selected California Community Colleges (Doctoral Dissertation, University of LaVerne) Dissertation Abstract International, 47, 2410-A.
- Stogdill, R. M. (1963). Manual for the Leadership Behavior Description Questionnaire Form XII. Columbus, OH: Bureau of Research, Ohio State University.
- Tanner, D. and Tanner, L. (1987). Supervision in Education: Problems and Practices. New York: McMillan Publishing Co.
- Taylor, F. (1970). The Principles of Organizations. New York: Holt, Rinehart and Winston Co.
- Treacy, T. J. (1982). English Department Student Achievement Organizational Climate and Job Satisfaction in Selected New York High Schools (Doctoral Dissertation, Fordham University) Dissertation Abstract International, 43, 44-A.